DOCUMENT RESUME

ED 352 089 JC 930 010

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TITLE LCCC 2000: A Strategic Vision for Lehigh County Community College.
INSTITUTION Lehigh County Community Coll., Schnecksville, Pa.
PUB DATE 92
NOTE 114p.; Title page subtitle reads: A Strategic Vision To Guide Our College into the 21st Century.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *College Environment; *College Planning; College Role; Community Colleges; Educational Trends; Enrollment Trends; Institutional Mission; *Long Range Planning; Needs Assessment; Organizational Development; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS *Lehigh County Community College PA

ABSTRACT

Designed for use by trustees, faculty, and staff at Lehigh County Community College (LCCC) in Schnecksville, Pennsylvania, as the college prepares for the 21st century, this report presents a vision for addressing the critical trends and issues affecting LCCC. Drawing from trustee interviews with community leaders in business and industry, the professions, government, education, and community organizations, the report includes 10 separate sections reviewing major issues and implications related to clients; enrollment; finances; programs; delivery systems and facilities; community and education relationships (articulation); quality; workforce; human resources; and marketing. Each section defines and provides background to the issue; reviews related trends and projections; and discusses implications for the college. The conclusion of the report presents a series of detailed directives for the college, including the following: (1) institute an in-service training program to ensure that faculty and staff are equipped to work with a culturally and demographically diverse student population; (2) prepare to expand literacy and basic and developmental skills programs; (3) implement quality concepts to help contain costs; (4) institute a periodic needs assessment process; (5) defer new construction; (6) expand business and industry training programs; (7) establish specific competencies for each degree and program; and (8) intensify efforts in personalized recruitment. Data tables are included. (PAA)

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LCCC 2000

A Strategic Vision for Lehigh County Community College

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Roger T. Boos, Laura S. Eppler, and Scott E. Knapp
for the Strategic Vision Committee
of the Board of Trustees.

LCCC 2000

A Strategic Vision

to guide our College into the 21st Century

Published Summer 1992
by the
Lehigh County
Community College
Board of Trustees

Lehigh County Community College

LCCC 2000
A STRATEGIC VISION

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This document was compiled by
Roger T. Boos, Laura S. Eppler, and Scott E. Knapp
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Trustee Community Interview Respondents

Mr. Byron J. Arner - President, Arner Flying Service, Inc.
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Dr. Richard H. Cahn - Superintendent (as of Spring 1991), Allentown School District
Mr. Thomas Carchia - Sales Manager (as of Spring 1991), Eden Wood Corporation
Ms. Judy Chase - Executive Director, Lehigh Valley Child Care, Inc.
Dr. Michael Clark - Superintendent, Northern Lehigh School District
Mr. John Crampsie - Executive Director, March Development Company
Mr. David E. Davis - President, ComCom
Mr. Charles Dorn - Personnel Director, Lehigh County Courthouse
Dr. F. Laird Evans - Superintendent, Salisbury Township School District
Dr. David Fallinger - Superintendent, Northwestern Lehigh School District
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Mr. Richard E. Hudson- President (as of Spring 1991), Gnaden Huetten Hospital
Mr. Michael Hutchinson - Branch Manager, Computerland
Mr. Alan Jennings - Executive Director, Community Action Committee of the Lehigh Valley, Inc.
Mr. Kenneth Jones - Business Manager, Whitehall-Coplay School District
Mr. Michael Kaiser - Executive Director, Joint Planning Commission, Lehigh-Northampton Counties
Mr. J. Patrick Keating - Manager, Bright's Department Store
Mr. Peter Kern - President, Palmerton Hospital
Mr. J. Michael Lee - President, Hospital Central Services
Mr. William Leh - President, Leh's Department Store, Inc.
Mr. John Longenderfer - President, Lutron Electronics Company, Inc.
Mr. Fred Masenheimer - General Manager - The Times News
Mr. Grayson McNair - Vice President, Lehigh Division - PP&L
Mr. Ronald Mihalko - Superintendent, Palmerton Area School District
Ms. Judith McGough-King - Executive Vice President, Allentown Economic Development Corp.
Mr. Anthony Muscatello, Regional Manager, Rouse & Associates
Mr. Douglas Patt - President, Patt-White Company Realtors
Mr. Orlando Pozzuoli -President and Chief Executive Officer, Sacred Heart Hospital
Ms. Joyce C. Reed - Office Manager, Penn Hill Furniture, Inc.
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Mr. Richard Schwarz - Senior Vice President, Dun and Bradstreet Information Services
Mr. George Seiler - Director, Carbon County Area Vocational-Technical School
Mr. Grover Stainbrook, Jr., - Executive Vice President, Lehigh Valley Industrial Park, Inc.
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A Vision for Lehigh County Community College

A Message from the Chairman of the Board of Trustees

TO: Clients of Lehigh County Community College Throughout Lehigh and Carbon Counties and the Faculty and Staff of Lehigh County Community College

An organization cannot stand still and succeed in today's fast-paced, highly-competitive environment. Management must anticipate significant trends, and proactively prepare for the future.

With this in mind, the Lehigh County Community College Board of Trustees addressed the issue of strategic planning for the College. As discussion ensued, it became apparent that before such a plan could be produced, we needed to gain a perspective on how our clients perceived us now, and what our clients wanted from us in the future.

In order to gather this critical information, trustees conducted in-depth personal interviews in the community. Leaders from business and industry, the professions, government, education, and community organizations were solicited for input. These "Trustee Community Interviews" (TCIs) were not intended to be a statistical sampling of our clients, but were intended more to provide detailed feedback.

The TCIs are an unusual and innovative basis for a strategic plan. They underline the trustee and management servicehood concept that is the *modus operandi* at the College. LCCC exists to serve our clients in Lehigh and Carbon counties; as such, it is critical that we seek clients' opinions as we prepare the strategic plan that will guide the College into the next millennium.

The combination of the results of the TCIs, external research, and the insights and judgments of LCCC trustees and staff comprise *LCCC 2000*. I urge readers to view this not as a static, stagnant document, but as a working draft that will constantly change to meet the changes in the environment.

Projections and predictions are not always correct, and trends and actions identified on the following pages may not happen as we planned. This is why this document must be flexible. Community colleges enjoy a flexibility and responsiveness that is unusual in higher education; we are set up to move quickly in the face of change. With this in mind, let us move forward to the year 2000 with eyes wide open and our purpose clear: to serve our clients.

Herbert B. Katz

Herbert B. Katz

1991-92 Chairman of the Board of Trustees

EXECUTIVE SUMMARY

This document, LCCC 2000: A Strategic Vision, provides the background and general guidelines for the College trustees, faculty, and staff to lead us into the twenty-first century. This is a living, flexible vision and, as a result, needs to be nourished and adapted on an ongoing basis to insure its viability. This vision identifies a number of issues that we believe to be of paramount importance to the College as we enter the next century.

During the past decade, our clients have witnessed exciting and opportunistic times, including the end of the Cold War, the growth of the Lehigh Valley, the increase in local property values and taxes, the growth of the community colleges and educational opportunities, the reduction in manufacturing and increase in service employment, and the increasing diversity of our population. These and many other trends and events affect our clients, either directly or indirectly. Consequently, these occurrences have or will have a major impact on the College.

Over the last few years, there have been outcries from the public for more of everything — education, welfare, health care, police protection, environmental protection and assistance of all sorts from our governments and municipalities. Concurrently, the public has demanded lower taxes — representing a dichotomy of interests. Although legislators voice their support of higher education, their support may not always translate into funds, especially in a climate of budget

cuts and deficit reduction. The College cannot rely on public funding as we project into the future.

LCCC's niche is providing quality instruction at a low cost. If the College continues to provide an educational value it will thrive, even though state and/or local funding may diminish, and even if the student is funded and not the institution (complete school competition). LCCC presently offers the lowest-cost post-secondary education in the area and one of the lowest-cost in the state.

For LCCC to remain a viable provider of low cost, quality education under an open door admissions policy, it must adopt an aggressive stance. There are four major issues that must be addressed during the next decade to posture the College for continued success as we enter the next century. These issues are of paramount importance and are interrelated. Let us our project our vision for each of these issues:

- **Clients**[1]

  To reflect our expanded constituency, the College name is now Lehigh-Carbon Community College.

  We have broadened the College's perspective of clients to include the entire community. Our clients come first, their educational needs are met, and they are treated with efficiency and respect. The College becomes a recognized leader in Pennsylvania for serving its diverse student population and for providing guarantees to its clients. LCCC trains faculty and staff to work

1 LCCC's clients include students and sponsoring school districts, as well as area business, industry, government and nonprofit organizations.

with a culturally and demographically diverse population effectively. Learning, Commitment, Concern and Caring become synonymous with LCCC.

- **Quality**

  The College becomes the recognized leader in quality in education in the Valley and is a proponent of competency-based secondary and post-secondary education. Quality pervades our institution — from competencies for each degree and program to the implementation of a Total Quality Management program. The staff operates under a lean, team-management approach. LCCC's Quality leadership contributes to the Lehigh Valley's efforts toward "Quality Valley USA".

- **Articulation**

  Cooperation, coordination, and partnerships with other educational, business, commercial and nonprofit entities are commonplace for the College. Shared facilities and cooperative efforts in staff training among Lehigh County Community College, Lehigh County Vocational-Technical School, Carbon County Vocational-Technical School, and Carbon-Lehigh Intermediate Unit help to maximize the value of the tax dollar. Vertical and horizontal articulation with high schools and vocational-technical schools, community colleges, and other colleges and universities is developed. The College leads efforts to develop universal articulation agreements among all Pennsylvania community colleges and the State System of Higher Education. Duplication and redundancy of coursework is eliminated and educational transfers and programs are continuous and efficient.

Competency-based education is utilized at LCCC, and encouraged in local secondary schools. Cooperation between the College and the Lehigh and Carbon County vocational-technical schools is maximized to provide greater educational opportunities and minimize costs.

Coordination and partnerships with businesses provide for their educational needs according to their schedule utilizing traditional and alternative delivery systems. Frequently, their facilities and equipment are utilized to meet their educational needs. For example, nursing education is provided at area hospitals to thoroughly immerse our students with nursing procedures, equipment, instruction and processes and to facilitate a complete clinical experience.

- **Delivery Systems and Facilities**

The College takes education to our clients through the continued development of off-campus sites. These sites are at various geographical locations in our service area and at facilities of employers. LCCC seeks in-kind gifts of facilities usage from our clients. No new construction of campus buildings has occurred. The only courses scheduled at our Schnecksville campus are for the convenience of our local students and for specialized courses that are not available elsewhere.

Courses are scheduled throughout the day, nights and weekends to meet the needs of our clients. In addition, a major portion of our customers are taking courses and completing programs via alternative delivery systems, such as television, video tape, laser disc, audio tape, and correspondence. The

College becomes the Pennsylvania leader and model for other schools in utilizing technology and implementing alternative delivery systems.

LCCC's success into the future will largely depend on its success in handling these challenges. In the pages that follow, these and other issues will be addressed more comprehensively, and specific implications to the College will be developed. These implications are summarized in the "Conclusions" section of this document.

This vision is ambitious, but our Board believes it can be accomplished and is necessary. All of these major issues are interrelated and they each help and are necessary to further develop the other issues. As a result, we are confident that by accomplishing the elements of this vision, the College will be a growing, viable, and responsive institution as we enter the next millennium.

As we plan for and envision our future, let us remember the words of a son of the Lehigh Valley, Lee Iacocca, Chairman of Chrysler Corporation. To quote Mr. Iacocca, "You either lead, follow, or get out of the way".
Lehigh County Community College plans to lead!

MAJOR ISSUES AND IMPLICATIONS

CLIENTS

Issue

In the final analysis the College exists to serve our CLIENTS. The College has the responsibility of helping our CLIENTS move from where they are to where they want to be. LCCC's clients include students and sponsoring school districts, as well as area business, industry, government and nonprofit organizations. As our *community* college, it is the needs of our CLIENTS which determine the direction of the institution.

Background

In LCCC's early years, the College primarily provided credit[2] career and transfer education to recent high school graduates. While traditional students remain an important part of the mix of students at LCCC today, they have been joined by additional groups. Adults coming to college for the first time or returning to school comprise a large percentage of the credit population. Large numbers of socially, economically and educationally disadvantaged citizens have joined the College population.

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2 **Credit** education refers to courses which, when successfully completed by the student, receive college credit. Credit courses are applicable to degrees and certificates.

With the expansion of the noncredit enrollment[3], many additional groups have joined the College community as well. Noncredit programming serves children, retirees and every age group in between. There are very few individuals in Lehigh and Carbon Counties who cannot find a credit or noncredit program or course at LCCC that he / she would like to attend. At the same time the College has expanded its offerings to individuals, it has offered courses and programs to business, industry, government and nonprofit organizations. In some sense our community and our STUDENT body have merged–our community is our STUDENT body!

Recently, our constituency expanded to include the Jim Thorpe school district in Carbon County. As a result, LCCC now is sponsored by four of the five school districts in that county. The College is sponsored by all nine school districts in Lehigh County.

Trends and Projections

A number of trends and projections are important in viewing our CLIENTS:

- The CLIENT population of the College is diverse in composition and, therefore, requires diverse services.

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[3] **Noncredit** enrollment refers to enrollment in classes which do not carry course credit and are not applicable to degrees and certificates. These classes include professional development, computer training, training for emergency and medical staff, and personal enrichment.

- The composition of our STUDENT population has changed markedly, calling into question many traditional services and delivery systems.

- The customer service revolution has changed the expectation of those who come to the College. CLIENTS expect that quality services and instruction will continue to be provided courteously and efficiently, and that improvements in these areas will be introduced. More colleges are providing guarantees for their clients and conversely, more clients are suing colleges for unrealized expectations.

- The increasing cultural and demographic diversity of our CLIENT population requires new and expanded services, as well as new and expanded sensitivities.

Implications

- **The College should place the needs of our CLIENTS first, not sometimes, but all of the time!** As such, the College should eliminate reserved parking spaces, separate dining facilities, lines at offices, and be willing to go out to our CLIENTS, generally encouraging faculty-staff-student-client interaction.

- **The College should evaluate its view of our diverse STUDENT body to insure that all of our CLIENTS are having their educational needs addressed.** The College should insure that we are addressing the needs of the culturally- and economically-disadvantaged, those with physical and learning disabilities, business and industry, and others. CLIENT input should be sought in this assessment.

- In order to meet the needs of an increasing culturally and demographically diverse population, the College should institute an aggressive in-service training program to insure that faculty and staff are equipped to work with these populations effectively.

- The College should change its name to Lehigh-Carbon Community College to reflect the expanded constituency it now serves.

ENROLLMENT

Issue

Projecting the size of the College's credit and noncredit enrollment is critical for all other aspects of planning including financial, facilities and staffing. In addition the nature of that enrollment in terms of the specific groups served is important in determining the location, type and depth of instruction and specialized services.

Lehigh County Community College has always had an open-door admissions policy. The College offers admission to anyone who wishes to further his/her education and who can profit from such an experience. As a result of this policy, enrollment is based on *demand*, and although this may be stimulated through informational advertising and recruitment, *it cannot readily be limited*. It is part of the mission of LCCC, in fact, to not limit enrollment. This can complicate enrollment projections.

Background

The College's credit enrollment [expressed in AFTE's[5]] was relatively stable from 1981-82 through 1987-88. Beginning in 1987-88 a marked trend of increasing enrollments was experienced. Enrollments grew by over *55 percent* over the

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[5] An AFTE is an Annualized Full-Time Equivalent student. This is one credit student attending LCCC full-time (12 or more credits per semester) for two semesters, plus the total credit hours of all part-time students divided by 24 (annual full-time credit load). Noncredit AFTE's are total student contact hours divided by 180 hours for lecture classes or 360 hours for laboratory time.

period 1987-88 to 1991-92[6]. This increase was the result of a number of factors over which the College had control such as:

- an expanded number of academic programs,
- increased advertising and promotion, and
- more intensive recruitment efforts;

and a number of societal factors including:

- a declining economy,
- increasing costs of tuition at private and other public institutions,
- a de facto capping of enrollments at some state universities,
- an overall increase in the percentage of residents pursuing higher education, and
- an increase in the population of the service area.

Over the past ten years noncredit enrollment has increased from less than 150 AFTE's in 1981 to over 900 AFTE's in 1992, an increase of over *500 percent*. Actual noncredit student [headcount] enrollment now exceeds 16,000[7]. This increase was the result of certain factors over which the College had control, including:

- increased administrative staffing to develop and support the noncredit areas,
- a massive increase in the type and number of programs offered,
- the increased availability of facilities, especially in the Downtown Allentown area,

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6 LCCC Office of Institutional Research, *Facts and Figures*, Fall 1991, p. 1.6.
7 *Ibid.*, p. 1.18.

- expanded partnerships with business, industry, government and other educational institutions and
- increased advertising and promotion.

External factors having a positive impact on noncredit enrollment include:

- an increased societal need for continuing education,
- legislative and organizational mandates for professional continuing education,
- state, local and private encouragement for the economic development mission of community colleges.

The aggregate growth in credit and noncredit enrollment over the last five years has been tremendous. Should this pace in enrollment continue, there will be significant ramifications to every function of the College.

Trends and Projections

Projecting college credit enrollments is difficult due to the multiple factors which come into play; however, we project an enrollment increase of about 80 percent, from 2,941 AFTE students in 1990-91 to 5,200 AFTE students in 2000-01. Listed below are some of the factors likely to produce a higher enrollment over the planning period followed by other factors which may produce a lower enrollment or at least mitigate the impact of factors producing an upward trend.

Factors Influencing Enrollment

Factors Likely to Produce a Higher Enrollment

- Increasing population of the service area

Official projections of service area population growth have generally called for upward movement[8], over time those projections have, however, generally been on the conservative side. Lehigh County, for instance, has almost achieved the population in 1990 that 1980 projections called for it to have in the year 2000. While Carbon County was projected to lose population over the past decade, it actually gained 6.7% in population, from 53,285 in 1980 to a preliminary 1990 census figure of 56,846[9].

The impact of the completion of I-78 and the growth associated with the greater Lehigh Valley area being an "Edge City" [10] could have a massive impact on the increase in the Lehigh Valley population. If the most optimistic projections were to be used, the population of the Lehigh Valley could increase by as much as 100,000 over the next decade (See Workforce, p. 81). Similarly, the positive impact of the expanding tourist industry on the future population of Carbon County may not have been given adequate attention in

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8 Pennsylvania Department of Labor and Industry Bureau of Research and Statistics, *Area Labor Market Information* (April 1990), p. 20 (source: Joint Planning Commission).

9 PA Department of Labor and Industry, Bureau of Research and Statistics, *Annual Planning Information Report, Fiscal Year 1990, A-B Metropolitan Statistical Area*, p. 9.
Preliminary 1990 census confirmed as final by Penn State Data Center in April 1991.

10 Theresa E. Byrne, *The Edge City as a Paradigm: Remodeling the I-78 Corridor* (New York: Salomon Brothers, September 1989).

making population projections. In any event, it is anticipated that the population of the service area will increase significantly over the next ten years and we believe it will be about a 12 percent increase — one of the highest increases in the state.

- High School graduating classes will increase in size

Based upon current secondary school enrollments there will be a modest decline in high school graduates until 1995. However, overall, based upon current enrollments in lower grade levels, sponsoring high school 12th grade classes will increase from 3133 in 1991 to 3616 in 1999[11]. In considering the impact of high school graduating classes on LCCC enrollment two observations may be of interest: first, in recent years LCCC has increased enrollment in spite of decreasing high school graduating classes, and, second, the 1999 figure only indirectly and incompletely attempts to account for the impact of population growth.

- More people are going to college

In both the adult and recent high school graduate populations an increasing percentage of people are attending college. Recent studies by the American Society for Training and Development (ASTD) and the Department of Labor[12] predict:

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11 Carbon-Lehigh Intermediate Unit, *1990-91 Educational Directory*, p. 36.
12 The College Board Office of Adult Learning Services, "Delivering Education and Training to Business and Industry", 1991.

- 75 percent of the current workforce will need significant retraining in the next decade
- Over half of the new jobs of the future will require postsecondary education and training
- 82 percent of the new entrants in the workforce by the year 2000 will be women and minorities

Both nationally and locally it appears that community colleges have received more than their share of this college enrollment increase.

- Attending a community college is the most economically rational decision for many people

Community colleges will continue to provide the lowest-cost higher education. While other elements of the higher education community have increased tuition rates far in excess of the rate of inflation, thus far community colleges have been able to hold tuition increases to a minimum. LCCC, in fact, has in two recent years not increased tuition at all. As a commuter school, LCCC offers students the additional cost advantage of living at home.

As median family income (corrected for inflation) has finally reached 1973 levels[13], disposable family income has dropped, with increasing state, local, and federal taxes. Thus, the cost of higher education may play an increasing role in the collegiate decision. While proposed increases in federal and state financial aid programs may to some degree mitigate the impact of tuition

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13 George F. Will, "Eureka! Median Family Income Has Finally Passed 1973 Levels", *The Morning Call*, October 31, 1991, p. A11.

differentials, it is unlikely that federal and state aid will keep up with inflation in the face of deficits and other public priorities.

- The community college image has improved

While money plays a large role in the collegiate decision for most people, the image of the institution is sometimes even more important. The College's role in economic development, and business, health care and governmental training, as well as, the positive publicity associated with those activities has enhanced the College image in the community. Over the past 25 years the quality of the instructional programs has become evident. The College's thousands of graduates and former students speak highly of the institution. A recent community image survey[14] noted especially high marks for the College among business leaders, high school counselors and graduates.

- Limitations and cutbacks in other colleges

The capping of enrollments in some public colleges and universities is apt to continue in the face of limited tax dollars to support expansion, thus forcing many students who would have attended those schools to consider a community college. Similarly, private institutions may be forced to make the kind of cutbacks that would inhibit enrollment growth[15].

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14 LCCC Office of Institutional Research, *Community Attitude Survey*, February 1988.

15 The Associated Press, "Private Colleges Caught in a Financial Squeeze", *The Morning Call*, November 28, 1991, p. A45. and Susan Snyder, "Private Colleges Fight Red Ink", *The Morning Call*, January 5, 1992, p. B1.

- New sites and alternative delivery systems

  The expansion to a Carbon County site is projected to increase the overall college enrollment. Expansion to other satellite and business and industry sites and the use of alternative delivery systems discussed below are apt to have a significant positive impact upon enrollment.

- A Tech Prep[16] curriculum will be added to most high schools

  The addition of a Tech Prep curriculum has the promise of being an important mechanism for channeling students into associate in applied science programs. This program, along with other contacts with the secondary system through contracted educational services, should improve articulation with sponsor schools.

- The introduction of some form of federal funding for higher education

  President George Bush's recent call for legislation permitting students to borrow up to $25,000 to finance higher education is illustrative of such funding[17]. If such a bill is enacted, the College may become economically feasible to populations who currently cannot afford even LCCC's modest tuition.

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16 Tech Prep involves a "2 + 2" articulation agreement with area high schools and vocational-technical schools that coordinates secondary school and college curricula for student planning and minimized duplication.

17 Tim Darragh and Susan Snyder, "Bush Backs College Aid Plan in Visit to Dieruff High School", *The Morning Call* (April 17, 1992), p. A1.

This loan would not be adequate to totally support a student attending Penn State University for four years. It might, however, support all costs for a student for four years at a SSHE[18] University. Since this aid would easily cover community college costs, it would probably increase enrollment at the College.

Factors Likely to Produce a Lower Enrollment

- An expanding economy

Typically community college enrollments have performed in a manner counter cyclical to that of the economy. During periods of recession the highest enrollments have occurred; during periods of economic boom lower enrollments have occurred. During recession many displaced workers retrain themselves and many graduating high school students who would have preferred to enter the job market select college as an option to unemployment. Economic growth brings higher paying jobs which tend to lure students and potential students away from college and into the employment market. The aging population and the smaller number of people entering the labor market may only exacerbate the negative effect of an expanding economy on the LCCC enrollment.

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18 SSHE, an acronym for "State System of Higher Education" includes 14 state-supported Pennsylvania universities such as Kutztown University and East Stroudsburg University.

- Responses and actions by other colleges

In the highly competitive higher education market it is likely that both private, public and proprietary institutions will take steps to make themselves more competitive. Actions by those institutions to correct some of the financial problems which have drained students from their institutions may adversely impact upon LCCC enrollment. An expansion in the enrollment potential of either Kutztown State University or the Allentown Penn State Campus would have an immediate negative impact upon LCCC enrollment. Because LCCC has an open door admissions policy, proactive measures to mitigate this possible instability are limited. Similarly a stabilization in the costs of private schools would have a negative, albeit not as dramatic, impact upon LCCC enrollment.

Some state legislators have proposed increasing financial aid to students at private schools as an option to handling the enrollment pressure on public institutions. While this could cost the state more than sending the student to a community college or other state-supported educational institution, it could still occur since the political process is not always economically rational.

- Financial constraints may force a cap on LCCC enrollment

Although the College anticipates being able to meet its budget needs through good fiscal management and cost containment, it is a possibility that finances will not keep pace with enrollment growth. Just as the state universities were forced to cap enrollment, LCCC may face a similar requirement. The current administration in Harrisburg has suggested the possibility of appropriating a

fixed dollar figure for community colleges as an alternative to the current pay-for-all-FTE's approach. Based upon previous experience it is unlikely that sponsoring school districts would be in a position to make up the amount lost in this cap on finances. Current law would prohibit passing the increased costs on to our STUDENTS. While a change in that law would help in the short run, it would also throw the community colleges into the tuition increase spiral of other schools, thus compromising the open door concept. If the situation should occur that enrollment is capped, the College must find a way to continue satisfying its multiple missions[19] .

- There will probably be fewer new academic programs started than in recent years

  Much of the recent growth of LCCC has been as a result of enrollments in a large number of new academic programs. At the current time there are few new programs, especially programs in which large enrollments are likely, for which a need seems to exist. While the College will introduce many new academic programs in response to changes in the local market, it seems unlikely that the College will undergo the massive level of program expansion evidenced over the last several years.

Credit Enrollment Projections

Actual credit enrollment will be determined by the degree to which each of the above factors evidences itself and its interaction with the other factors. On

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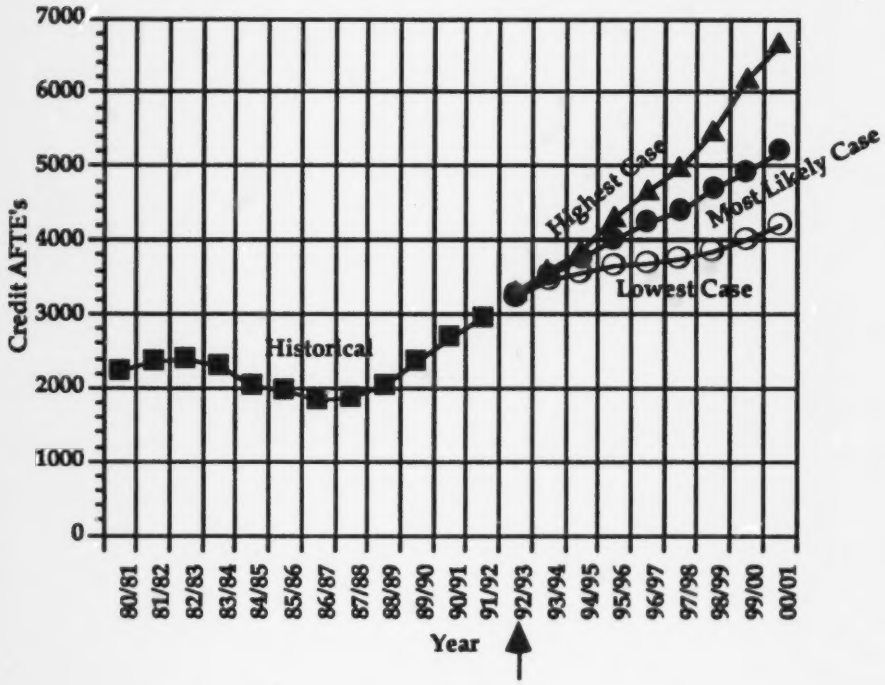
19 LCCC's four fold mission is based upon the accepted philosophy of community college education: career training, four-year college transfer preparation, developmental services, and community education.

balance it seems more likely that the College will experience continued increases, although it is reasonable to assume that an increasingly expanding economy will produce some enrollment stability during the 1993-1996 period. Conversely, a normal economic cycle would call for a worsening economy, and higher College enrollment, toward the end of the decade.

Assuming that there will be no major intervening factors, or at least that positive and negative factors will balance, the following graph presents the highest, most likely, and lowest case scenarios for credit enrollment growth through 2000.

LCCC Credit Annualized Full-Time Equivalent (AFTE) Enrollment History and Projections



Year	Highest Case (% increase)	Most Likely Case (% increase)	Lowest Case (% increase)
92/93	3295 (12)	3265 (11)	3235 (10)
93/94	3592 (9)	3526 (8)	3462 (7)
94/95	3843 (7)	3738 (6)	3565 (3)
95/96	4304 (12)	4000 (7)	3637 (2)
96/97	4648 (8)	4240 (6)	3673 (1)
97/98	4973 (7)	4410 (4)	3747 (2)
98/99	5470 (10)	4675 (6)	3859 (3)
99/00	6181 (13)	4909 (5)	4013 (4)
00/01	6675 (8)	5204 (6)	4214 (5)

Demographic Trends and the Student Body

Demographic Trends

The demographic shifts in our nation which will take place between now and the year 2000 will produce for a future markedly different than our past. In viewing this future, four major demographic trends are important.

- **The size of the population and of the work force will grow quickly.** The local population will grow by over 1 percent per year between now and the year 2000. More than half the gain in population will be as a result of immigration[20]. A projected work force growth of 12 percent over the next decade is also large[21]. Most of the work force growth will be as a result of immigration and a larger share of the population working. This significant growth in the population and the work force may produce a skilled labor shortage.

- **The number of people between ages 15 and 29 will decrease in absolute size and as a percentage of the population and the workforce.** The Joint Planning Commission projects a 10.5% decrease in this age group in Lehigh-Northampton Counties between 1990 and 2000[22]. Employers are beginning to notice this trend in the difficulty they have in finding adequate summer help. Fast food restaurants have replaced food specials on their marquees with help wanted ads featuring jobs paying well above minimum wage.

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20 Strategic Vision Committee projection
21 *Ibid.*
22 Joint Planning Commission of Lehigh-Northampton Counties, *Lehigh Valley Profile and Trends* (June 1991), p. 22.

- **By the year 2000 a majority of those entering the labor market will be women, minorities and immigrants.** By 2000, six in ten new job applicants in our nation will be women. Between 1985 and 2000, Blacks, Hispanics, Asians, American Indians, Alaskan Natives and Pacific Islanders will account for between 42 and 57 percent of the growth in the nation's labor force[23]. A recent television show taking place in 2000 had one character suggesting that it was impossible to fire a particular white male due to the fact that the government would intervene whenever a minority group member is terminated. That scenario may not be farfetched.

- **The population and the workforce will age significantly.** Baby boomers are growing older. By the year 2000, almost one-third of the American population will be between 35 and 55[24]. The mode age groups in the Lehigh Valley in 1990 were approximately 25 - 44; in 2000 they are projected to be approximately 30 - 54[25]. In 1990 the median age of the Pennsylvania population was 35, climbing a full 1.2 years just since 1986[26]. By the year 2000 half of the national workforce will be between 35 and 65[27].

Noncredit Enrollment

The College's noncredit program offers courses for a complete range of age groups, from preschool children to retirees. Literally everyone in the community is a potential noncredit student.

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23 Ronald M. Povlosky, *The Shape of Things to Come: Demographic Forces Reshaping America's Future* (Washington D.C.: U.S. Department of Education Office of Title III, November 1988), Chapter II.
24 *Ibid.*, Chapter II.
25 Joint Planning Commission of Lehigh-Northampton Counties, *Op. Cit.*, p. 22.
26 Associated Press, "Getting Gray: Median Age in Pennsylvania Reaches 35", *The Morning Call*, May 28, 1991, p. A4.
27 Povlosky, *Op. Cit.*, Chapter II.

Noncredit enrollment limitations have been more a function of our staff and facilities necessary to operate courses than of potential demand. There simply does not appear to be any realistic limit to demand. While there are competitors in the noncredit programming area, the scope of the LCCC operation is such that the impact of competition is minimized. In the noncredit area the overriding question is not what enrollment will the College have, but what enrollment does the College want to have.

Implications

Trends and projections for enrollment have the following implications:

- While there may be some periods of credit enrollment stability, there seems to be little reason to consider the possibility of declining enrollments at any time between now and the end of the decade. **Overall, the College should plan for significant continued growth in credit enrollment with 5200 AFTE students at the turn of the century.**

- Demographic changes will have overwhelming implications for community colleges. At the outset business and government will look to community colleges as a traditional source of trained graduates to fill critical slots in the economy. Purely based upon demographics, it is unlikely those students will be there.

  Traditionally, students have preferred liberal arts programs over career and technology programs, unless economic necessity forces them into more

career-oriented fields. During the 50's and early 60's liberal arts enrollments increased massively; in the more difficult 70's and 80's technology, business, engineering enrollments took the lead.

Education, especially the community college, will find itself in the middle between a business community that expects technically-trained graduates and students who will be in a position to study what they choose with the almost absolute knowledge that they can have their pick of jobs upon graduation. Many of the people available for education and training programs will be members of minority groups which have in the aggregate been underprepared for college-level work. **The College should form partnerships with employers to help recruit all types of students into literacy programs, short-term training programs and College-level degree programs. Additionally, the College must be prepared to expand its literacy, and basic and developmental skills programs to meet the needs of an expanding underprepared population.**

- An expanding credit enrollment will compete with noncredit enrollment for limited staff and facilities. If vocational and literacy training noncredit enrollment is to continue to grow and meet community demands, **the College should dedicate specific facilities, which may be located on LCCC's campuses or elsewhere, for noncredit use. Specific time slots for shared credit-noncredit facilities should also be reserved. In addition, the College should allow for growth in vocational and literacy training noncredit staff as enrollments dictate.**

FINANCES

Issue

Financial issues will be a major concern to the College during and beyond the period of time this study encompasses. These financial issues will result from the:

- significant increase in enrollment anticipated at the College,
- increasing opposition from taxpayers to Federal, state and local tax growth, and
- competition for tax funds from various sectors of government, i.e., health, welfare, defense, debt repayment and other educational needs.

Fortunately, there are some positive aspects in LCCC's situation with regard to the financial issues. First, the College has a very low tuition rate and, as a result, is an educational bargain for taxpayers. Second, since the Pennsylvania community colleges cost the state much less to educate a student than other state-supported schools, there is a reasonable chance that the state may encourage more students to attend community colleges in lieu of attending other state-supported institutions. Evidence of this may be in the proposed 1992-1993 state budget in which the community colleges were the only higher education segment that did not receive direct funding cuts[28]. This comparative budgetary success can be largely attributed to extensive lobbying efforts and legislative visits by the Commission for Community Colleges and the Pennsylvania Federation of Community College Trustees.

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[28] Tim Darragh and Tim Reeves, "Casey Unveils Budget With No New Taxes", *The Morning Call* (February 6, 1992), p. A13.

Background

Following are the major details with regard to the financial issues facing the College to the year 2000.

Costs and Enrollment

Table 1 shows the total operating and grant costs for the College from the year 1980-1981 through 1990-1991.

TABLE 1

Ten Year History Cost Per AFTE

Fiscal Year	Total AFTE's	Total Costs	Cost Per AFTE
1980 - 1981	2363	$4,608,888	$1,950
1981 - 1982	2535	$5,182,932	$2,045
1982 - 1983	2592	$5,324,546	$2,054
1983 - 1984	2592	$5,710,313	$2,203
1984 - 1985	2345	$6,684,412	$2,850
1985 - 1986	2397	$6,591,173	$2,750
1986 - 1987	2304	$7,309,646	$3,173
1987 - 1988	2494	$7,883,046	$3,161
1988 - 1989	2711	$8,456,227	$3,119
1989 - 1990	3152	$9,627,255	$3,054
1990 - 1991	3495	$10,509,894	$3,007

These data show a 128 percent increase in total costs which were in part due to the hefty 48 percent increase in enrollment during these years. Surprisingly, this

48 percent increase in enrollment occurred while the population in the ABE MSA increased 7.99 percent[29].

Cost Per Student

The cost per full-time equivalent student increased 54 percent from 1980-1981 to the 1990-1991 period as shown in Table 1. This increase was slightly less than the 56.2 percent increase in the Philadelphia-based consumer price index[30] during this period. Since the College costs are very labor-intensive (about 80 percent of the costs are salary and benefit related); almost all of these increases over this time period can be attributed to increased labor costs.

Public Opposition to Tax Increases

Over the last several years, there has been a marked increase in public opposition to tax increases at all levels – Federal, state and local. Opposition to these increases is evident from the numerous reports in the news media and the resulting reaction of public officials. For example, in February, Governor Casey of Pennsylvania unveiled a 1992-1993 budget proposal[30] with overall cuts in education. This proposed budget cuts the State System of Higher Education and the four state-related schools – Penn State, Pitt, Temple and Lincoln by 3.5 percent as compared to last year's budget. In addition, Casey proposed abolishing entirely state aid to private schools, such as the University of Pennsylvania, Drexel University and a half-dozen medical and specialty schools. This proposed budget had no increase in the Equalized Subsidy for Basic

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29 Pennsylvania Department of Labor and Industry, *Annual Planning Information Report, Fall 1989*, p. 10.

30 Lehigh Valley data not available for 1981 - 1983.

30 Tim Reeves, "$133 Million Proposed Education Cuts Would Hurt Public Schools, Universities", *The Morning Call* (February 6, 1992), p. A13.

Education, the primary state subsidy for school districts. Fortunately, the growing community colleges were given a 6 percent increase in Casey's proposed budget, although this increase still fails to meet the average enrollment increase in the community colleges.

It is important to understand the beliefs that our administration in Pennsylvania has toward their support for the educational community. Accordingly, a few of Casey's published excerpts concerning this support follow[32]:

- Taxpayers can no longer afford to give substantial annual spending increases to schools and human services groups, "no matter how compelling the cause may be."
- urged universities and schools to cut spending rather than raise taxes or tuition.
- universities, schools and teachers must understand that they can't look to Harrisburg to provide funding that it doesn't have.
- local schools should cut the fat and reduce costs.

These excerpts represent a growing concern among more citizens and elected officials. As a result, the political climate does not appear to bode well for educational increases from the state — and they contribute more than half of the funds for the community college. However, based on the 1992-1993 proposed budget, it appears that the present administration looks favorably toward community colleges since it proposed that they receive the only higher education budget increase. The next several years' state budgets will certainly help the College to identify whether this favorable community college attitude will continue.

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[32] Darragh and Reeves, *Op. Cit.*, p. A1 and A13.

As far as public attitudes to increases in local taxes for education, they are very similar to those at the state level. For example, a recent poll[33] indicates minimal support for teachers' salary demands and many comments/viewpoints from the newspapers indicate a similar view. A recent national article stated "The boom days are gone", citing an average annual faculty salary increase of 3.5%, the smallest increase in over 20 years[34]. The public associates increases in teachers' salaries to tax increases because the major portion of school costs are salary/salary-related. These are just examples; however, judging by the comments from public officials who are poll-driven, these views must be given very serious consideration.

Competition for Funds

Whether taxes are viewed at the Federal, state or local level, the competition for funding from the various sectors of government is fierce. At the Federal level, needs are perceived everywhere and it is a major effort to reallocate funds from one sector to another. This is particularly true under the present circumstances where there is a "cap" on government spending and the defense department peace dividend can only be used for budget deficit reduction. As a result, that leaves primarily entitlements and it is unlikely that there will be reallocation of dollars from welfare, health and human services, etc. to education. In addition, Federal funds only account for about 10% of total education funding.

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33 Elliot Grossman, "Poll: Strike's Support is Weak", *The Morning Call* (September 21, 1991), p. B1.

34 Denise K. Magner, "The Boom Days Are Gone: Faculty Salaries Rise 3.5%; Smallest Increase in 20 Years", *The Chronicle of Higher Education*, April 22, 1992, p. A1.

Consequently, it is unlikely that there will be major increases in Federal funds for education because of the competition for funding from other sectors.

Lehigh County Community College Strengths:

The major advantage that the College and other community colleges have as compared to other public and private institutions is their relatively low-cost tuition and total cost to educate a student. Specifics on these items follow:

- Low Tuition Rate - Lehigh County Community College's tuition rate is the third lowest of the state community colleges as shown in Table 2.

Table 2

Comparative Cost of Pennsylvania Colleges

	Annual Tuition
Pennsylvania Community Colleges:	
Westmoreland County	$ 1,170.00
Luzerne County	1,320.00
LEHIGH COUNTY	1,350.00
Delaware County	1,380.00
Beaver County	1,440.00
Harrisburg Area	1,440.00
Butler County	1,477.50
Reading Area	1,500.00
Northampton	1,560.00
Allegheny County	1,590.00
Bucks County	1,650.00
Montgomery County	1,710.00
Philadelphia	1,770.00
Average	1,484.42

(Tuition per year for community colleges calculated based on 30 credit hours)

Source: Pennsylvania Commission for Community Colleges, Per Credit Hour Tuition Cost 1991 - 92.

	Annual Tuition
Local State Universities: (tuition costs for Pennsylvania residents)	
East Stroudsburg ('91-'92)	$3,088.00
Penn State - Allentown Campus ('91-'92)	4,194.00 (12 or more credit hours/semester)
Penn State - Main Campus ('91-'92)	4,332.00 (12 or more credit hours/semester)
Kutztown ('90-'92)	4,356.00 (12-18 credit hours/semester)

Local Private Institutions:	
Allentown College ('92-'93)	$8,590.00
Cedar Crest College ('91-'92)	12,210.00
Moravian College ('92-'93)	13,726.00
Lehigh University ('91-'92)	15,650.00
Muhlenberg College ('92-'93)	15,740.00

Sources: College Admissions Offices

This table also lists tuitions at some local, state and private educational institutions for comparison purposes. The College compares very favorably with the other community colleges and is dramatically lower in tuition than the other institutions.

- Low Cost Per Student - The total cost per student is shown in Table 1 on page 30 for the years 1980-1981 through 1990-1991 at Lehigh County Community College. It is evident that the total cost per student at LCCC is significantly less than the tuition cost at most colleges and universities other than the community colleges.

Overall, the College's low tuition rate and cost per student are a credit to the College's fine administrative and professional staff.

State Costs at Lehigh County Community College vs. Others

The annual costs to Pennsylvania for educating a student at the College are significantly less than at other state supported institutions. Listed in Table 3 is annual state support per student at selected institutions for 1991 - 92 (including operating budgets and excluding capital budgets)[35].

[35] Telephone conversation with Dr. Cheryl Boyer, Pennsylvania Commission for Community Colleges, June 1, 1992.

Table 3

Annual State Support Per Student

Lehigh County Community College[36]	$814.00
The Pennsylvania State University[37]	2,775.00
University of Pittsburgh[37]	3,600.00
Temple University[37]	4,316.00
Lincoln University[37]	6,613.00
Average - State System of Higher Education[37]	3,715.00

Obviously, the state costs to educate a student are significantly less at a community college than at other state related schools. Also, when loans, aid and grants are added to the above costs, it is apparent that the state cost is even more per student at other institutions since the students can qualify for more aid because of the higher tuition and living expenses.

As a result of the low community college per student cost, it would appear that in order to stretch the state funding for education, the state may in the future encourage students to go to community colleges in lieu of other state-supported institutions. One method of accomplishing this would be to expand the use of the community colleges as feeder colleges for the other state-related institutions through transfer programs.

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36 In 1991-92, Lehigh County Community College is expected to be reimbursed from the Commonwealth on a one-third of operating expense basis. This figure is for comparative purposes only and does not reflect the actual method of reimbursement to the College.
Source: Total Operating Reimbursement March, 1992 and Fall, 1991 - Dr. Cheryl Boyer, Pennsylvania Commission for Community Colleges.

37 Source: Appropriations for Instruction from State Budget document divided by Total Fall Credit Enrollment from Public Department of Education Colleges and Universities, Fall Enrollment 1991 (includes total enrollments, not FTEs).

Trends and Projections

The "Enrollment" section depicts the projections to the year 2000. Along with this projection are other factors that will contribute to the costs at Lehigh County Community College through the nineties:

- State support for community colleges to stay at similar level per student (corrected for inflation)
- Due to economies of scale, the cost per student is likely to stabilize or decrease slightly.
- More higher cost programs because of the anticipated growth of high tech courses. High tech courses cost about $200 per credit hour as compared to low tech courses at $100 per credit hour. Presently the average cost is about $120 per credit hour.
- Local support for community college students will continue to be favorable through the nineties providing the College maintains reasonable costs per student and enrollments do not increase at an alarmingly high rate.
- Some loss of noncredit funding from state. State budget proposals have included cuts to funding for avocational classes and/or reductions in noncredit FTE reimbursement.
- Cost containment

Implications

Based on the financial information reviewed, the following implications are anticipated for the College through 2000:

- Budgets - **The College should continue to meet its budget needs through extra efforts in fiscal management and cost containment.** If community colleges are to expect continued state funding, it is incumbent upon them to demonstrate worthiness via innovative delivery systems and

other creative methods of budget management. **The College should find a way to continue satisfying its multiple mission if the situation should arise that enrollment exceeds available resources.**

- Facilities - **The College should make better use of existing facilities for early morning classes, late afternoon classes and weekend programs to meet the additional facility needs of our STUDENT population.** Also, providing courses throughout the College community will help. However, special classrooms for high tech courses will still need to be provided and will most likely be provided at the Lehigh County Community College Schnecksville campus and/or at business and industry locations.

- Articulation - With increasing pressure to cut publicly-funded education costs, it is likely that duplicated efforts will invite scrutiny. **The College should actively explore vertical and horizontal articulation[38] in an effort to consolidate costs and minimize duplicity.**

- Delivery - The initial implementation stage of high-tech delivery systems[39] can be extremely costly. **The College should consider grant funding, private donations, and other measures in addition to increasingly scarce capital budget funds to finance new delivery systems. The College should become the leader in Pennsylvania in remote delivery of courses to our CLIENTS.**

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38 Articulation refers to agreements with other institutions to accept one another's coursework. Vertical articulation indicates articulation "upward" with four-year institutions or "downward" with secondary schools, and horizontal articulation denotes articulation with other two-year institutions.

39 High-tech delivery systems could include such mediums as television, videotape, computers, fax machines, video telephones, laser discs, networks, and devices which permit the aforementioned to interact with one another.

- External Fundraising - **The College should aggressively seek not only traditional monetary gifts from clients, but also in-kind contributions of facility usage, staff/expert time for teaching, and other cooperative ventures.**

- Quality - **The College should implement Quality concepts to help contain costs.** On an internal level, implementation could involve productivity measures and individual accountability. On an external level, the College should measure employer satisfaction as we attempt to share costs through joint ventures. Quality entails remaining constantly vigilant to our CLIENTS' changing requirements. In the long run, this will also permit the College to remain cost-effective and an educational value.

- Faculty and Classified Staff - **The College should negotiate contracts with our faculty and classified unions that offer pay increases reflective of the consumer price index and/or market salary rates.** Increases should be fair to faculty, staff, and the taxpayers.

- Administrative/Paraprofessional Staff - **The College should provide pay increases to nonunion staff based on the consumer price index, market salary rates and/or merit.**

Overall, if the College maintains a responsible, low-cost, quality educational institution, it should be able to acquire the requisite funds from traditional and/or new sources for the enrollments projected through the year 2000.

PROGRAM

Issue

The College exists to provide credit and noncredit education and training programs. In this context three major issues are important:

- what mechanisms should be in place to ensure that College programs respond to community needs,
- what new programs should be considered for the immediate future, and
- what changes should be made in current programs.

Background

In recent history the College has used a combination of community contacts and occasional formal needs analysis surveys to assess community needs. This system has produced programs with substantial enrollments and consistently high job placement. Rarely has the College been unable to respond to a community request for program development. Over the past several years the College has undergone unparalleled program development in both credit and noncredit areas. As a result, at the current time there are few programs being considered for development. A system of curriculum advisory committees has the mission of providing input to keep programs up to date.

As demand has decreased for certain kinds of training, the College has also responded. Programs with insufficient enrollment have been discontinued, so resources could be better utilized elsewhere in the College.

Trends and Projections

There will be an accelerating rate of change in the kinds of training needed in the job market. LCCC will have to actively seek input on which programs to add and discontinue in order to remain responsive to CLIENTS.

Trustee Community Interviews (TCIs)[40] were conducted with a small sampling of the community. These surveys were well-received by the interviewees, and provided the following information concerning program development.

- There was a substantial feeling on the part of respondents that a formal in-person needs assessment such as the TCIs should be accomplished on a periodic basis to ensure that the College continues to respond to the community.

- The current state of the economy seemed to have a marked impact on interviewees' projections of future employment growth. The private sector employers projected modest growth of around 5 percent through the year 2000. Public sector employers, on the other hand, projected substantially greater employment growth. TCIs and long-range studies confirmed a projection of substantial growth over the next 20 years in office parks as a result of I-78 completion and the excellent location of the Lehigh Valley in the Washington-New York-Boston megalopolis.

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[40] Trustee Community Interviews were 12-page in-person surveys conducted by LCCC Trustees on a sample of leaders from local business and industry, the professions, government, education, and community organizations.

- Extensive interviews with staff of the Private Industry Council of Lehigh Valley [PIC] indicated that major employment growth would emerge in the areas of warehousing, printing, and health care.

- A review of demographic trends indicates that there will be a significant 12 percent growth in the population available to enter the workforce and that many of those who are available will be underprepared in literacy/basic skills, in technical skills, and in appropriate professional amenities.

- The TCIs revealed that many local school districts have a need for training services for their administrative, teaching and support staffs.

- An immediate need for additional short-term training in areas such as public speaking, building maintenance, small business management and sales/marketing was indicated in many TCIs.

- The TCIs generally indicated a dissatisfaction with employees concerning the current labor force in the area of higher order reasoning skills [knowledge, comprehension, application, analysis, synthesis, evaluation] and basic skills in writing, computation and language/communication.

Implications

Trends and projections for programs have the following implications:

- In order to ensure that the College continues to respond to community needs, steps must be taken to assess those needs on a periodic basis. **The College should institute a periodic needs assessment process.** This process should have at its core formal in-person interviews of the heads of business, industrial, governmental and nonprofit entities conducted by College staff and/or trustees.

- It is essential that the College move to ensure that there will be an adequate supply of trained employees to serve those industries which are projected to undergo expansion. **The College should initiate feasibility studies for credit or noncredit programs in warehousing, printing, and building maintenance/management. In addition the College should review current programs in the health care field and other needs to determine whether an expansion of current programs is warranted or whether new programs should be initiated.** The credit and noncredit sectors of the College should jointly conduct the above reviews.

- The workforce is apt to undergo substantial changes with more women, minorities and economically, socially and educationally disadvantaged individuals needed to fill this void. **The College should assess the nature and scope of programs which will be needed to serve these special populations and begin plans for implementing such programs.** This assessment should include, but not be limited to, child care, adult basic education and literacy programs, short-term training programs, basic/developmental skills, English as a second language, and counseling and support. In addition, the College should expand and promote the noncredit

course on Professional Image to individuals who could benefit from this instruction.

- In order to be certain that all community demands are met, it is essential that College staff visit business, industrial, governmental and nonprofit organizations on a continuing basis. **The College should increase marketing visits to business, industrial, governmental and nonprofit organizations.** In addition, local school districts, vocational-technical schools, and the Intermediate Unit should be queried to ensure that their training needs are being met.

- In addition to technical skills students joining the workforce must have basic writing, computation and communication/language skills and, if they are to be ultimately successful, higher level reasoning skills. **The College should, in cooperation with employers, establish a system for the periodic review of curriculum and competencies to ensure that graduates joining the workforce are adequately prepared.** Specifically, they should meet employer expectations in writing, computation, communication/language and higher level reasoning skills. If our graduates do not meet the agreed-upon requirements, the graduate should be allowed to audit needed courses free-of-charge.

DELIVERY SYSTEMS AND FACILITIES

Issue

The College's recent and projected enrollment growth requires that serious attention be given to the facilities which need to be available to ensure a quality environment for learning. At the same time the advent of new technologies, the expectation of increasing customer service, and the need to be fiscally responsible require a review of alternative physical facilities and, in fact, alternatives to physical facilities.

Background

The major buildings on the Schnecksville Campus were opened between 1971 and 1974. Since that period, the College has undergone massive growth. In recent years new instructional sites were added in Downtown Allentown, the ABE Airport and in Carbon County. Classes are also held in local high schools, the Allentown-Lehigh County Chamber of Commerce Building, the Lehigh County Public Assistance Building and in a variety of local businesses and community facilities.

Trends and Projections

Several trends need to be considered in determining how the College should plan for the delivery of education and the possible expansion of physical facilities:

- Recent and projected enrollment growth

In recent years the College's credit and noncredit enrollment have undergone significant growth. Additionally, this document projects continued significant growth through the year 2000.

- Technology is changing the ways in which education can be delivered

Television, video tape, computers, fax machines, video telephones, laser discs, networks and devices which permit the aforementioned to interact with one another hold great promise for improving the delivery of education. At the same time alternative delivery systems and distance learning call into question in the long term the definition of colleges in terms of their physical plants. It is entirely possible to envision a college of the future which does not exist as a physical plant at all, but is instead an interactive technology network with a link possible in any home or business. Regardless of whether such a college will ever exist, it is likely that advanced technology will significantly reduce the future need for expanding College physical facilities at a central site.

- The expansion of and continuing need for corporate training

When the College was first planned as a physical facility, corporate training was not a major consideration. Little was done in the corporate training area and for what was done a traditional classroom was adequate. As a result no corporate training/conference facility exists. While the College's corporate training has expanded, and the Trustee Community Interviews pointed out a

need for greater expansion, little or no appropriate on-campus space exists for the delivery of programs.

- Expectation of service close to our CUSTOMER

  As a community college it has always been true that "the community is our campus." In part as a result of a societal customer service revolution and in part as a result of LCCC's own successful efforts, there is an increasing expectation the instruction should be delivered close to the CLIENT.

- Current scheduling is counter productive in achieving full use of facilities

  At present credit class scheduling is exceptionally heavy in the middle and late morning and evening. By spreading the schedule into periods such as early morning, early, middle and late afternoons, Friday nights, Saturdays and Sundays it would be theoretically possible to double the current course offerings without increasing facility size. At the same time the recent tendency to dedicate space to certain instructional programs and student activities has created a need for additional space.

- Fiscal responsibility and accountability

  Recent local and national events have underscored the necessity of expending the taxpayers' money in a responsible manner and ensuring accountability. In no area pertaining to the College is this mandate clearer than in the construction of new buildings. The long-term debt, maintenance and operating costs which would have to be undertaken require that the College

build new facilities only when all other reasonable options are exhausted and only if a facility is flexible enough to respond to changing needs in a rapid and cost-effective manner.

Implications

Trends and projections for delivery and facilities have the following implications:

- Projected enrollment growth and the need to bring education as close to the customer as possible invite continued development of off-campus sites. Such sites add to the College's flexibility in that they can be moved, upsized or downsized as enrollment and program needs dictate. By locating sites at or near the facilities of major employers the College program gains legitimacy and is able to use equipment and facilities of the employer to enhance the program. The ABE Airport Site is an excellent example of this location planning. Sites at or near a hospital, retailing complex or tourist/hotel operation could be considered. **The College should use rented sites in a variety of areas to meet the demands of a growing enrollment.**

- **The College should seek in-kind gifts of facilities usage.** A company that only uses its facility during weekdays could substantially contribute to LCCC in evening and weekend facility time. This nonmonetary donation is mutually beneficial to LCCC and the contributing organization.

- The combination of changing technology and the need to deliver instruction as close to our CLIENT as possible, requires a thorough and continuous review of the ways in which technology can provide for distance education. For example, telecourses and video-correspondence courses might be ways that we can bring education to our time-strained CLIENTS. An external degree program[41] and an expanded emphasis on credit for experiential learning (e.g. Credit Through Examination and Credit by Assessment) would also add to STUDENT options while decreasing the need for plant expansion. **The College should implement alternative delivery systems for instruction.**

- Current scheduling and space allocation processes have contributed unnecessarily to a perceived lack of adequate facilities. **The College should spread scheduling of classes to obtain full use of facilities, use rooms for multiple purposes, work cooperatively with secondary schools and other entities to obtain evening weekend, and summer classrooms and, if necessary, continue when possible to reconfigure nonclassroom space into classroom space to meet instructional needs.**

- More than any other program, the College's corporate training sets the image of the institution in the eyes of area business and industry. A specialized corporate conference and training center would enhance the image of LCCC. **The College should either redesign current space or negotiate arrangements with business, industry, and/or nonprofit organizations for the use of facilities needed for corporate classrooms and conference facilities.**

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41 An external degree program permits students to combine courses taken at other colleges, telecourses, correspondence courses, challenged courses at LCCC, and others to obtain an LCCC degree.

- Even without considering the financial implications, the public interest would be best served by using classroom space in the community rather than building a larger physical plant. When coupled with the public requirement for fiscal responsibility, building purchase or construction clearly becomes a last option. **The College should not engage in new construction.**

COMMUNITY AND EDUCATION RELATIONSHIPS (ARTICULATION)

Issue

The integration of Lehigh County Community College with secondary and other higher education institutions, with business and industry, and with other community organizations is fundamental to the College's mission. The more responsive and interactive LCCC is with respect to these organizations, the better the College will be able to serve our clients.

Background

Four-Year Institutions

Articulation agreements codify the transferability of course credits between LCCC and four-year institutions. LCCC has established articulation agreements for its associate degree programs with Cedar Crest College, Cheyney University of Pennsylvania, Davis and Elkins College, Kutztown University, Lincoln University, Mansfield University, and Muhlenberg College. The first of these agreements was established in 1972 with Kutztown University; the most recent was established in 1992 with Mansfield University.

The TCIs revealed that the transferability of credits to senior institutions was of great importance to the College's CLIENTS. Articulation agreements with four-year institutions are beneficial to our STUDENT, to LCCC, to the four-year institution, and to the taxpayer.

Articulation agreements encourage STUDENTS to plan their course selection based on the requirements of the transfer institution. It is this type of planning that allows for the greatest success in transferring coursework. Articulation agreements are beneficial to LCCC because they permit the College to attract greater numbers of transfer students and provide them with reasonable assurances of transferability. Transfer institutions benefit from these agreements because they allow them to attract junior year students to replace freshman and sophomore students lost through attrition. And articulation agreements are beneficial to the taxpayer because they reduce the frequency of one student's repeated exposure to the same course content. In addition, the value of tax dollars is maximized with the greater coordination between the College and senior institutions.

Community and Education Relationships in this context, however, encompasses more than articulation agreements to facilitate students' transfer to four-year institutions. Relationships here also entails arrangements with high schools, vocational-technical schools, other community colleges, business and industry, and community organizations to provide education and training that builds upon and is complementary with students' existing skills, and minimizes wasteful repetition.

High Schools and Vocational-Technical Schools

TCIs indicated quite strongly the need for more joint activities among LCCC, the Lehigh and Carbon County vocational-technical schools, and high schools to coordinate programs for students. There needs to be a more continuous and logical flow from the sophomore year of high school to the two years of the Community College. Respondents indicated that there needs to be less of a

concern for "turf-guarding" among all the institutions, and a greater concern for serving the public interest.

LCCC's Tech Prep program, begun in 1991, is an example of effective efforts in this direction. The program, funded by a state grant, involves 2 + 2 articulation with area high schools and vocational-technical schools. Students in their junior year of high school enroll in a variety of subjects such as mathematics, science, technologies, and communications, to foster an appropriate background for college. This "gateway" course sequence, when successfully completed, will provide the STUDENT advanced standing at LCCC, where the final year of coursework will include a "capstone" seminar. The Gateway Consortium institutions include LCCC, nine school districts, two vocational-technical schools, and the Carbon-Lehigh Intermediate Unit.

There is a movement toward increasing competency-based education in primary and secondary schools. This should result in LCCC freshmen who are better-prepared for the challenges of college study.

The TCIs also suggested the possibility of the College working with high schools in teaching gifted high school students. This program is already in place at Parkland High School.

Lehigh County Vocational-Technical School, Carbon County Vocational-Technical School, and Carbon-Lehigh Intermediate Unit

In the past, monthly meetings were held among the leaders of the three "Education Park" institutions: Lehigh County Community College, Lehigh County Vocational-Technical School, and the Carbon-Lehigh Intermediate Unit.

These meetings helped facilitate the interchange of facilities usage and staff training opportunities to contain costs.

Other Community Colleges

Some informal agreements have been directed at reducing duplication with other community colleges. It would make no sense, for example, for Northampton Community College (NCC) to offer a Physical Therapist Assistant program when LCCC already offers the program; it would also be unwise for LCCC to offer a Funeral Services program while Northampton offers it. This lack of duplication of program offerings is most important in costly programs and in programs with a limited regional demand. Many less costly, high-enrollment programs, like the business programs, should be offered at each community college to best serve the needs of local CLIENTS.

Business and Industry

Training programs for business and industry have been offered as both individual courses and entire programs. The Office of Corporate Relations and Training coordinates these efforts when one or a few courses are offered to a group of employees of a specific company or organization; frequently the offering is customized to the needs of the requesting organization. When entire programs are involved, the appropriate academic dean works with other college staff to develop a curriculum.

The College has been involved in several educational agreements with business and industry. The partnership with Metropolitan Edison Company to offer a Power Generation Technology degree is an example of such an agreement. More recently, the College has also offered a Tool and Die Apprenticeship and

Machinist Certificate to be taken in conjunction with an approved apprenticeship training program. This program provides students with the related technical knowledge necessary to supplement on-the-job training supplied by the sponsoring employer. In addition, the College has worked with Lehigh County Vocational-Technical School in offering the Ford ASSET and Toyota T-TEN Automotive Technology programs, which involve an LCCC-Vocational-Technical School-industry partnership with Ford and Toyota.

Many TCIs called for joint ventures and partnerships between the College and business and industry. In addition, several interview respondents indicated that the Board of Ambassadors has served an important liaison role for the College and its organizational constituents. Respondents who were themselves Ambassadors were unanimous in their approval of the Board of Ambassadors.

The LCCC Board of Ambassadors was inaugurated over a year ago with the charge of providing a critical communication channel between the College and leaders in business and industry, the professions, and community organizations. Meetings have focused on updating Ambassadors on current relevant activities at the College and soliciting input on appropriate future directions for the short-term and long-term.

Community Organizations

LCCC works with community organizations like the Allentown-Lehigh County Chamber of Commerce, the Private Industry Council of Lehigh Valley (PIC) , and the Lehigh County Public Assistance Office in noncredit offerings. Numerous professional development offerings are cosponsored by the Chamber in programs like the Professional Development Series and The Entrepreneurial

Institute. Youth leadership development projects with the Chamber have included *Say Yes! To The Challenge of Excellence* and the *Positively Latino Leadership Program*, which are offered in conjunction with the Hispanic Business Council of the Chamber. LCCC works closely with PIC and the Public Assistance Office in developing programs to prepare students for employment. These literacy and job training programs include Adult Basic Education, GED (General Educational Development) Preparation, English as a Second Language instruction, the Single Point of Contact program, Mechanical Drafting/AutoCAD (Computer-Aided Drafting), and special programs for dislocated workers.

Trends and Projections

Four-Year Institutions

The percentage of students enrolled in LCCC transfer programs has been increasing over the last five years at a rate exceeding that of enrollment increases overall[42] . This trend is not surprising considering the fact that tuition increases at four-year institutions have, in the aggregate, significantly outstripped inflation. It is not uncommon for private colleges' annual tuition and fees to approach $20,000, and tuition at Pennsylvania State University Main Campus is $4,332 each year for in-state students. These costs are squeezing out not only lower-income individuals and families, but middle-income citizens as well. Many students do want to earn a baccalaureate degree, but simply cannot afford to pay for four years of college.

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42 LCCC Office of Institutional Research, *Facts and Figures*, Fall 1991, p. 1.9.

As a result of these economic realities, increasing numbers of students nationwide are utilizing the community college as the freshman and sophomore year of their four-year degree. This trend is expected to continue and escalate. LCCC, then, can expect to enroll an increasing number and percentage of transfer students in the future. Articulation agreements with senior institutions will greatly facilitate this anticipated increase in college transfer.

An additional opportunity for LCCC might present itself in this area. Frequently, four-year college graduates who have majored in the liberal arts have difficulty obtaining a job because of their lack of technical skills. The College might be able to initiate a program with area senior institutions that would allow the Liberal Arts Bachelor's degree holders to obtain technical training in one additional year at LCCC. This comprehensive program would prepare the graduates for both entry level positions and future promotions. It would involve articulation work between LCCC and the four-year institutions to streamline the coursework and avoid duplication[43].

High Schools and Vocational-Technical Schools

According to Dale Parnell, President and Chief Executive Officer of the American Association of Community and Junior Colleges, it is critical that community colleges and high schools and vocational-technical schools coordinate better to serve what he calls the "neglected majority"[44]. These average, middle-level high school students are not being well-served by the College prep track, by the general education track, nor by the vocational track. The secondary schools and

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43 Telephone conversation with Dr. Griffith Dudding, Manager, Division, Operations Training, Pennsylvania Power and Light, June 30, 1992.

44 Dale Parnell, *The Neglected Majority* (Washington, D.C.: The Community College Press, 1985).

community colleges need to work towards substantive program coordination. This will provide students with additional program structure and substance, a greater sense of purpose in their studies, less wasted and repeated course content, and a stronger preparation for the workplace.

Recent studies completed by LCCC utilizing state and federal occupational projections and local survey data indicate that the need for associate degree level employees in the Lehigh Valley will outdistance the available pool of such graduates in technology, business, and allied health areas by a ratio of two to one by the end of this decade if present trends continue. At the same time, technological developments have made it increasingly difficult to include all needed subject matter in the two-year associate degree. Results of a 1989 survey[45] completed by the Iacocca Institute showed that nearly 58 percent of Lehigh Valley employers are convinced that future entry-level employees will need even more technical skills than at the present. Taken together, these trends indicate the critical nature of a strong, viable Tech Prep program as well as the importance of ongoing joint activities to proactively avert this projected dearth of skilled workers.

Lehigh County Vocational-Technical School, Carbon County Vocational-Technical School, and Carbon-Lehigh Intermediate Unit

With an increasing emphasis on fiscal responsibility, the public is demanding creativity and cooperation from publicly-funded institutions. As such, greater scrutiny from taxpayers can be expected. Because Lehigh County Community

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45 Ross Koppel, Ph.D. and Meg Weaver, *Lehigh Valley Region Employers' Perceptions of Worker's Skills, Abilities, and Attitudes* (Philadelphia: Social Research Corporation, 1989).

College, Lehigh County Vocational-Technical School, and Carbon County Vocational-Technical School share the same campus, it will become increasingly incumbent upon them to make substantive efforts in exploiting a shared geographic location.

Other Community Colleges

Within the Commonwealth, there has been a growing trend among community colleges to work together for mutual benefit. The Commission for Community Colleges was formed to serve as a liaison among Pennsylvania's community colleges and facilitate communication. Unified lobbying efforts, meetings among administrators in similar functions from each college, and joint advertising and public relations work are examples of some activities of this organization. In addition, LCCC has steadily been increasing its telecourse offerings, a joint project between LCCC and NCC. In these courses, students from both institutions view the same lectures on the local television station, then receive additional instruction at each respective campus.

Business and Industry

The knowledge explosion is dramatically affecting business and industry in its need not only for trained entry-level workers, but also for ongoing employee retraining. Research conducted in 1991 by the American Society for Training and Development and the Department of Labor predict that in the next decade *75 percent* of the current workforce will need significant retraining to keep up with the demands of their jobs[45]. With an increasing corporate emphasis on cost containment and organizational "leanness", the College will be increasingly

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[45] The College Board Office of Adult Learning Services, *Op. Cit.*

sought as an economical source of the worker training and retraining requisite for organizations to remain competitive.

An example of a partnership between higher education and business is the General Electric Jet Engine Division's relationship with the University of Cincinnati. In a downsizing strategy, GE discontinued its internal training department, and commissioned the University to provide training to workers. GE also utilized other educational institutions and consultants in staff development[47]. This may represent a growing niche for the community college: to supplement and enhance in-house training departments.

Community Organizations

A growing trend toward tight fiscal accountability among tax-subsidized organizations will result in pressure to minimize duplication of these organizations' activities. In addition, partnerships with organizations like the Chamber of Commerce will continue to be mutually beneficial in terms of combined resources and image-building.

Implications

Four-Year Institutions

In order to best serve the needs of increasing numbers of transfer students, **the College should aggressively seek additional articulation agreements with four-year institutions.** Formal and/or informal surveys of current transfer students should continue to determine which senior colleges and universities are most

[47] Dr. Griffith Dudding, from presentation at the American Society of Training and Development, New Orleans, LA, week of May 25, 1992.

frequently selected. The results of these surveys will provide a prioritization of the order in which articulation agreements may be sought. As more and more institutions become competency-oriented, there may no longer be a need for individualized articulation agreements.

As courses and transfer programs are developed and reviewed, the College should pay ongoing attention to including critical content for transferability. If certain topics are covered in most college Calculus courses, for instance, every effort should be made to include them in LCCC's Calculus course. Unusual programming and sequencing should be avoided in transfer courses and programs. Proactive course and program design will enhance the transferability of credits.

High Schools and Vocational-Technical Schools

The College should work with secondary schools to insure high school graduates posses the writing, computation, communication/language, and higher level reasoning skills desired to enter LCCC.

The College should devote the necessary resources to insure the success of the Tech Prep program currently in place. In addition, other joint ventures with the Carbon and Lehigh County vocational-technical schools and sponsoring high schools should be undertaken as appropriate. The advantage of these coordinated efforts is the better utilization of the facilities and equipment of the College and of the secondary schools. Much duplication can be avoided if facilities can be "borrowed" among the schools. In addition, certain economies can be enjoyed by LCCC and LCVTS because they share the same campus. This

proximity advantage has already been utilized in the Ford ASSET and Toyota T-TEN Automotive Technology programs.

There is a disadvantage, however, to coordinated efforts, which should be considered in planning new undertakings. Although these activities may save in facility usage, they do require a considerable amount of management time to organize and administer. This time entails an implicit sacrifice of some other beneficial staff activity. As new joint ventures arise, the costs of implementation should be included in the feasibility equation.

Lehigh Carbon Vocational-Technical School, Carbon County Vocational-Technical School, and Carbon-Lehigh Intermediate Unit

The College should lead efforts to communicate regularly with Lehigh County Vocational-Technical School and Carbon-Lehigh Intermediate Unit, as well as with Carbon County Vocational-Technical School to insure that we maximize utilization of faculty, staff, and facilities. Although CCVTS does not share the Education Park campus with the College, it serves some of the same clients as Lehigh County Community College and Carbon-Lehigh Intermediate Unit, and also hosts LCCC's Carbon Site. As a result, its Director should be included in meetings.

Meetings should focus on cooperative ventures for mutual benefit, and for the benefit of shared clients. These ventures could invovle shared meeting rooms, laboratories, or other facilities. Training of support staff is another example of a possible shared venture. The relationships forged in these joint activities might lead to additional shared work. In the aggregate, this will reduce the tax burden on our CLIENTS.

Other Community Colleges

The College should participate in and possibly lead efforts to coordinate activities among the community colleges of the Commonwealth. This unification and coordination will enhance the Colleges' stance with lawmakers, and increase the chances of favorable, practical legislation affecting the Pennsylvania community colleges. In addition, these efforts in the aggregate will reduce the taxpayer burden by minimizing duplication of costly and/or limited-demand programs.

The College should make efforts to coordinate activities and eliminate wasteful redundancies between LCCC and Northampton Community College. With the close proximity of these two institutions, it maximizes local tax dollars to avoid duplicating high capital cost and limited-demand programs. In view of these efforts, LCCC and NCC sponsoring districts that do not presently fund their students to attend the nonsponsored community college may wish to change their policy. For example, four of LCCC's sponsoring districts (Catasauqua, Northern Lehigh, Salisbury, and Southern Lehigh) sponsor their students to attend a nonsponsored community college when LCCC does not offer the desired program, or when no space is left in an LCCC program.

The community colleges enjoy a unique situation in that although they all share a similar mission and deliver similar services, they are not in competition. This advantage is unusual in this country, and can be utilized in a variety of ways. We can learn from each others' mistakes, and borrow from each others' successes. We can produce coordinated advertising and publicity to mutual benefit. We can jointly work on articulation agreements with senior institutions. **The College**

should lead efforts through the Commission for Community Colleges and/or through the Pennsylvania Federation of Community College Trustees to develop an articulation schedule among all community colleges and all schools in the State System for Higher Education. These and other cooperative possibilities should be explored, again factoring in as aforementioned, the potentially high costs of production and implementation.

The implementation of competency standards may facilitate these relationships not only among community colleges, but throughout higher education. **The College should lead and be a proponent of efforts toward competency-based secondary and higher education.**

Business and Industry

In view of the trends in business and industry training needs, **the College should expand business and industry training to fulfill LCCC's economic development mission.** The College needs to have an ongoing, substantive presence in the business community through direct contact, mailings, and advertising and publicity. LCCC must present itself to the business community as a resource which exists to benefit local organizations. Business and industry clients are as much CLIENTS of the College as are individual students, and as such deserve to be well-served. And serving the needs of business and industry multiplies benefits because it also serves to revitalize the entire area economy.

The College should form partnerships with area facilities marketing organizations to entice business to Carbon and Lehigh Counties. Possible organizations to contact could include, as an example, the Allentown Economic Development Corporation, the Carbon County Industrial Development

Authority, the Industrial Development Corporation, the Carbon County Tourist Promotion Agency, Pennsylvania Power and Light, Rouse and Associates, Lehigh Valley Industrial Park, Cushman & Wakefield, and others.

Community Organizations

LCCC's work with the Chamber, PIC, and the Public Assistance Office has been exemplary in the past and should continue. These activities have a significant economic development impact, and are critical to the College mission.

The College should explore existing educational partnerships for funding, in order to expand services to our CLIENTS. For example, the College might seek appropriate grants from the Private Industry Council or the Pennsylvania Department of Education.

The College

The College's administration and faculty should actively participate in community, civic, and/or professional organizations. Leadership in these organizations should be encouraged to insure that the College has a strong community presence.

The College should update the Strategic Vision at least every two years. To accomplish this, the Board of Trustees should meet with specific segments of our community in groups to discuss and complete surveys which will provide needed input to update our Strategic Vision.

The College should use the Board of Ambassadors to provide important direction for LCCC'S Strategic Vision. Ambassador meetings should be carefully planned to maximize their value to the College, and to the Ambassadors. The Ambassadors should be used as ambassadors; they should be protected from all but the most important and strategic activities to insure the viability of the group into the future.

QUALITY

Issue

The purpose of Lehigh County Community College is to serve our clients. Quality is a critical component of this service mandate.

There is a growing emphasis on quality management across every sector of our community. Our constituents are beginning to demand a quantifiable quality measure in every aspect of the College's performance. One aspect of the impact of this orientation at LCCC will be a focus on graduate competencies. In addition, the College will have to continue to address services to our STUDENTS and other CLIENTS.

Background

Quality management entails a quantification of quality measures in every organizational area. The implementation of a quality management program does not imply that current activities are of poor quality. Quality management institutes an element of measurability, permitting staff to know where they are and chart where they would like to be. Organizations cannot stand still and succeed in today's world.

The College markets Quality Management programs to the community, yet such a program has not yet been instituted by LCCC. Many of two-year institutions have some type of Quality Management program in place; LCCC is not a leader in this regard.

TCIs strongly concluded that LCCC needs to provide at least basic competencies to its graduates. Skills in problem-solving, group work, risktaking, creativity, and ethics were alsc cited as areas in which respondents felt an LCCC graduate should be versed. The consensus was that an LCCC degree must denote a certain level of achievement; it should indicate some measure of competency in the appropriate subject areas.

A 1989 study by the Iacocca Institute[48] of Lehigh University showed that an alarmingly high percentage of area employers were dissatisfied with the level of skills of community college graduates. According to the survey, a full 42.1 percent of graduates lack many of the skills needed for the workforce, and another 15.6 percent lacked some of these skills. Only 42.3 percent, less than half of the community college graduates, were perceived as well-trained for the workforce.

The College has addressed the issue of competency through the President's Study Group on Student Learning Competencies, formed in early 1991. The group is in the process of developing measurements and measurement tools in the following competencies:

- competence in a program of study
- an ability to think critically and creatively when encountering new situations
- an ability to communicate effectively with expressive skills (speaking and writing) and receptive skills (reading and listening)
- an ability to work with others

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48 Koppel, *op. cit.*

- within a program of study, our STUDENT will develop an ability to recognize relationships between academic disciplines
- an ability to use/apply quantitative reasoning
- an ability to use and work with computers and related technology
- the ability to plan and do research using the appropriate information systems
- an ability to observe, analyze, and appreciate the human experience through the humanities and social sciences
- an awareness of their (students') role as physical beings in the natural universe and their ability to react to and shape the natural environment
- the skills necessary to make ethical decisions in career and personal relationships
- the opportunity to gain confidence in their academic potential and enhance their self-image
- an ability to realistically assess one's own skill levels, academic potential, and personal and professional strengths and limitations

Trends and Projections

The existing emphasis on quality and graduate competency is likely to continue and intensify. As more and more business and industry organizations and other schools adopt a Quality Management program, constituent pressure will mount for LCCC to follow suit. The adoption of a Quality Management program need not be viewed negatively; in many ways LCCC will benefit from quantifiable scrutiny.

Several of LCCC's CLIENTS are extensively involved with Quality Management. Lutron Electronics, Inc., located in Coopersburg, has received national recognition for its Quality program[49] . Quality pervades the organization – from

[49] Interview with Mr. Donald Mershon, Executive Vice President, Lutron Electronics, Inc., May 14, 1992.

inspection, to record-keeping, to testing. At Lutron, any employee can stop production if he/she sees a quality defect. Quality is an attitude at Lutron.

In addition, Congressman Don Ritter and other area leaders have joined forces in creating "Quality Valley USA". The mission of this organization is "to promote quality in the private, non-profit, and public sectors of the Lehigh Valley through continuous improvement in goods, services, and the quality of life"[50].

An indication of this trend in the competency area is the philosophy of LCCC's accrediting agency, the Middle States Association of Colleges and Schools, as outlined in its *Framework for Outcomes Assessment*, 1991. This document underlines the necessity of instituting a competency program in a two-year institution. In addition, the publication notes that an essential component of defining competencies in functional and measurable terms has been persistent attention to the "teaching-learning-assessment-improvement" loop. This format was utilized in the work of the President's Study Group.

Dr. Stanley J. Spanbauer, in his book *Quality First in Education...Why Not?* [51] espouses a belief that quality principles from business and industry are also feasible, with modification, in education. He indicates several foundations for the "pyramid of quality" in two-year institutions. These foundations include formal strategic planning processes, competency-based curricula, multiple entry/multiple exit delivery systems, initiatives with business and industry, and partnerships with other levels of education.

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50 *Directory of Quality Resources*, February - June 1992.
51 Dr. Stanley J. Spanbauer, *Quality First in Education . . . Why Not?* (Appleton, Wisconsin: Fox Valley Technical College, 1988).

If projections bear out, it would appear that it will be necessary for LCCC to adopt a quality management program of some kind. This will be necessary to ensure quality among LCCC graduates, our CLIENTS, from an image perspective, and also from a legal point of view. Although an organization may be producing the same quality outcomes before a quality management program is implemented, until it is implemented the organization will not receive the same level of public approval. Furthermore, recently more and more students and graduates have been suing colleges for unrealized expectations.

Implications

The College is only as good as our graduates; their workforce preparedness is critical to the very survival of the institution. **The College should establish specific competencies for each degree and program.** No student should graduate without demonstrated proficiency in those competencies.

- **In addition, the College should continue and refine its work through the President's Study Group on Student Learning Competencies.** Substantial resources and staff time should be devoted to the proper planning and execution of this important work.

- **The College should institute quality as an attitude collegewide.** This attitude should be inculcated among faculty, staff, and students. The attitude should begin with the Board and President, and follow through all levels and functional areas. The quality orientation should reflect on every College activity, in teaching, hiring, training, and throughout our organization.

- **The College should become a known Quality leader by the year 2000.** The College should institute a Quality Management program to be utilized in the credit area, then extended collegewide. The College should first access known Quality leaders in its client base, like Lutron Electronics and Congressman Don Ritter's office, for help in implementing the program. Elements of this program should be drawn from the foundations cited by Dr. Spanbauer. A formal strategic planning process should be in place, as should be competency-based curricula for credit and noncredit classes. The College should explore the feasibility of multiple entry/multiple exit delivery systems for credit programs. And, as addressed earlier, the College must continue and expand its relationships with business and industry and other educational institutions.

  In choosing a quality program, our staff time costs of implementation should not be overlooked nor minimized. The program selected must balance the benefits of quality management with the often substantial amount of work and recordkeeping involved with its administration. The program, then, should be simple and workable, but yet be sophisticated enough to yield useable results.

  Once a system is in place, the College should publicize its implementation to reap the public relations benefits that accrue. A public perception of a quality orientation at LCCC is important for the College to achieve some of its other goals, including a positive image.

- **The College should provide a guarantee to students and their employers that if the graduate does not meet college-defined competencies, the STUDENT may retake the appropriate course(s) on an audit basis free-of-charge.** If LCCC's main purpose is to serve our CLIENTS, we must have in place a mechanism for correcting dissatisfaction.

- **The College should appoint a full-time staff person whose primary responsibility is the implementation of a comprehensive Quality Management program at LCCC.**

WORKFORCE

Issue

The basic issue of identifying what the workforce will be like in the year 2000 is a function of two factors: (1) the population makeup in the LCCC service area and (2) employment changes during this period. These two factors are interrelated and determine the educational needs of the workforce.

Background

The background for this issue will be addressed under trends and projections since many of the trends initiate in the seventies and eighties.

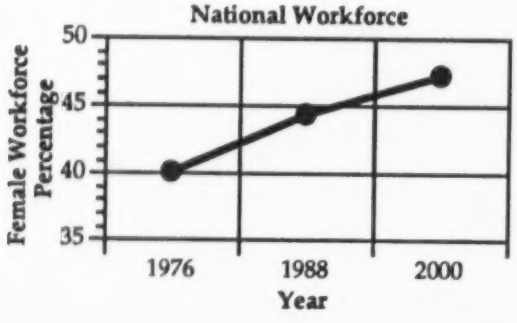
Trends and Projections

The major issues concerning workforce demographics and employment growth and opportunities through the year 2000 follow.

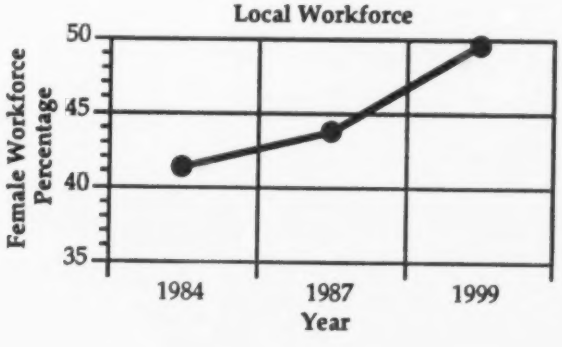
Workforce Demographics

Female Workforce Increasing

The table below shows the percentage of females in the national workforce for the years 1976 through 2000[52].



Similarly, a local survey[53] projected an increase in our region's female labor force.



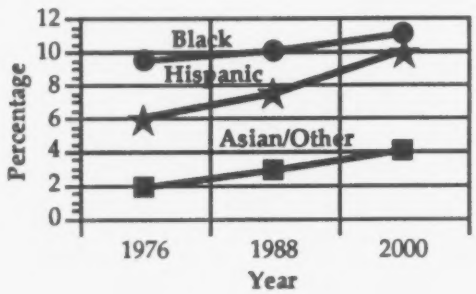
52 Tim Darragh, "Job Market's Shares Being Reshuffled", *Morning Call* - Outlook '91 section (February 24, 1991), p. B1. (Source: U.S. Bureau of Labor Statistics)

53 Lehigh Valley Futures Forum, *The State of the Valley Report 1989*, p. 3.

The significant increase in the female workforce is caused by a number of reasons, e.g., (a) all occupations are being opened to females, (b) more single parent female households and the need for head of households to work, and (c) more multiple-earner families.

Minority Workforce Increasing

The minority workforce nationally is projected to increase as shown below[54].



Although the College community has a lower minority workforce, a local survey[55] projected an approximate doubling of the minority population in the ABE MSA[56] from 5.5 percent of the population in 1980 to 8 to 10 percent in 1999. This would indicate at least a doubling of the minority workforce over these years.

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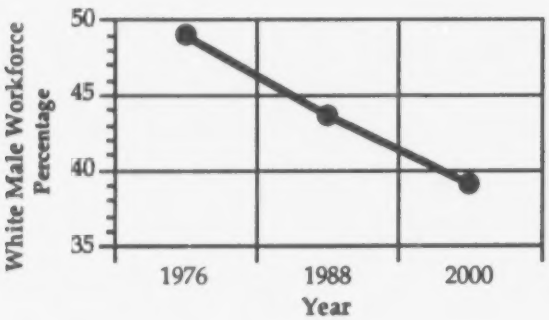
54 Tim Darragh, *Op. Cit.*, p. B1.
55 Lehigh Valley Futures Forum, *Op. Cit.*, p. 2.
56 ABE MSA refers to the Allentown-Bethlehem-Easton Metropolitan Statistical Area.

White Male Workforce Decreasing

The traditional white male employee is continuing to decrease in the national workforce as shown below[57].



This is not surprising since as the percentage of females and minorities in the workforce increase, it will have a corresponding decrease on the white male workforce.

Less Youth

There will be a significant decrease in the percent and absolute numbers of youth in our nation's population. A study by the Federal Reserve Bank of Philadelphia says that Pennsylvania's young working-age population will shrink by more than 10 percent in the next ten years. The effect of this in the Lehigh Valley may be somewhat blunted by the area's growth[58]. This possible drop in youth population may pose a serious problem for availability of entry level workers.

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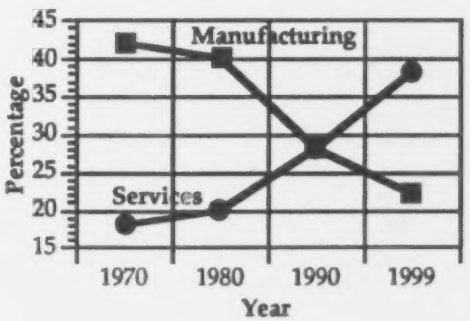
57 Darragh, *Op. Cit.*, p. B1.
58 Joint Planning Commission of Lehigh-Northampton Counties, *Op. Cit.*, p. 22.

Many Older Workers

The Joint Planning Commission forecast[59] indicates that the population age 55 and over will continue to represent approximately 25 percent of the Lehigh Valley population in 2000, as it did in 1990.

More Service – Less Manufacturing

The following figure shows the decrease in manufacturing and increase in the services employment sector of the College community from 1970 through 1999[60].



These data are almost mirror images of one another with manufacturing employment percentage halving and service employment doubling over this time period.

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59 *Ibid.*, p. 22.
60 Lehigh Valley Futures Forum, *Op. Cit.*, p. 6.

More Single-Mother Heads of Households

Female-headed households with minor children increased faster than overall household growth in the 1982 - 1988 period, and comprised 10,643 Lehigh County household in 1988. This compares to 9,502 households in 1982[61].

Fewer Vo-Tech Education Students

Vocational-Technical School program enrollments have dropped significantly in our area. At Carbon County Vocational-Technical School (CCVTS), enrollments decreased 28% between 1981-82 (617) through 1989-90 (443)[62]. At Lehigh County Vocational-Technical School (LCVTS), enrollments dropped over 40% in this same period (2912 to 1727)[63]. The new Tech-Prep program, which includes both LCVTS and CCVTS, may help to mitigate these declines, as may some flexible scheduling options being pioneered at LCVTS. However, with the continuing emphasis on the requirement of a college education and some image problems with vocational schools, it is anticipated that the overall vocational-technical student population will continue to decrease.

Employment Growth and Opportunities

Employment projections are necessary to ascertain what will occur in the workforce during the next decade. The Joint Planning Commission forecasts about a 10 percent increase in employment in Lehigh-Northampton counties

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61 *Ibid.*, p. E7.

62 Phone conversation with Mr. Frank Andreas, Principal/Supervisor, Carbon County Vocational-Technical School, June 30, 1992.

63 Phone conversation with Ms. Karen Peters, Coordinator of Adult and Continuing Education, Lehigh County Vocational-Technical School, June 30, 1992.

from 1990 through 2000[64]. The Pennsylvania Department of Labor and Industry showed that the civilian employment labor force increased 8.5 percent from 1980 to 1990[65]. Similarly, they project a 5.7 percent increase in nonagricultural employment in the ABE MSA from 1985 to 1995 while projecting 7.7 percent for Pennsylvania over the same time period[66]. Since the LCCC service area was one of the few growth areas in Pennsylvania during the past decade[67] and because of its critical location, it certainly should continue to grow at a rate better than the state of Pennsylvania.

Much more optimistic growth is indicated in the Edge City Report[68] where it is projected that an additional 8 million square feet of office space would be built in the College's service area by the beginning of the 21st century (2000- 2005). This additional growth would occur because of the completion of Interstate 78, the westward movement of the New York/New Jersey megalopolis into the Lehigh Valley, and the developed infrastructure and labor pool of the Lehigh Valley and surrounding area. The Edge City report was completed in September, 1989 before the present economic downturn and, as a result, may be optimistic. Therese Byrne, author of this report, suggested[69] the downturn could delay this projected growth by several years. The growth projected could create[70]:

- 60,000 jobs (40,000 direct; 20,000 indirect)
- 100,000 population

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64 Joint Planning Commission, *Op. Cit.*, p. 35.
65 PA Department of Labor and Industry, *Annual Planning Information Report* (Spring 1991), p. 29.
66 *Ibid.*, p. 44.
67 *Ibid.*, p. 10.
68 Therese E. Byrne, *Op. Cit.*, Figure 4, p. 17.
69 Telephone conversation with Therese Byrne, Summer 1991.
70 Projections by Strategic Vision Committee.

- 40,000 households
- 1.25 billion dollars in wages.

Overall, the employment growth in the College service area will most likely be between the JPC projection of 10 percent and the Edge City implications of a 15 percent growth rate in employment. We believe it will be around 12 percent. Obviously, most of the people working in the year 2000 are already in the local workforce.

A major problem in the workforce will be the availability of entry level employees. As a result, employers will need better trained workers so they can do more with less people. In addition, many employers will use more sophisticated equipment to offset the lack of entry level and other employees. Accordingly, appropriately trained workers will be needed to setup and maintain this sophisticated equipment.

Implications

The trends and projections for the workforce have the following implications:

- Workforce growth during the next decade will be between 10 and 15 percent, with a likely growth of 12 percent.
- Growth will continue in the services, health and white-collar jobs, while the number of blue-collar jobs decline. This is primarily due to the increase in service-related employment and decrease in manufacturing employment. Labor force separations will create most of the job openings during the next decade. Tables 4 through 6 show the Pennsylvania Department of Labor & Industry projections for the ten fastest growing, ten most openings, and ten most rapidly declining occupations in the ABE MSA from 1984 through 1995.

Table 4

Fastest Growing Occupations

	Occupations	Estimated 1984 Employment	Projected 1995 Employment	Percent Employment Increase
1.	Medical Assistants	242	395	63.2
2.	Securities & Fin. Svcs. Sales Agents	232	350	50.9
3.	Home Appl. & Power Tool Repairers	208	305	46.6
4.	Social Welfare Serv. Aides	678	984	45.1
5.	Dental Assistants	434	622	43.3
6.	Cashiers	4,221	5,945	40.8
7.	Registered Nurses	4,490	6,258	39.4
8.	Housekeepers, Institutional	211	292	38.4
9.	Dentists	349	479	37.2
10.	Heating, A/C Refrig. Mechs. & Repairs	599	819	36.7

Table 5

Occupations with Most Openings

	Occupations	Annual Average Openings	Due to Growth	Due to Labor Force Separations
1.	Salespersons, Retail	730	166	564
2.	Janitors & Cleaners, Incl. Maids	691	96	595
3.	General Office Clerks	376	71	305
4.	Registered Nurses	304	161	143
5.	Cashiers	295	157	138
6.	Truck Drivers	286	80	206
7.	Stock Clerks, Sales Floor	278	68	210
8.	Secretaries	266	37	229
9.	Waiters & Waitresses	247	123	124
10.	Nursing Aids & Orderlies	233	101	132

Table 6

Rapidly Declining Occupations

	Occupations	Estimated 1984 Employment	Projected 1995 Employment	Percent Decline
1.	Electric & Electronic Assemblers	1,246	475	61.9
2.	Electronics Repairs, Commer. & Indl. Equip.	221	92	58.4
3.	Mach. Forming Operators & Tenders	839	392	53.3
4.	Welders & Cutters	921	502	45.5
5.	Tool & Die Makers	493	272	44.8
6.	Stenographers	801	448	44.1
7.	Paint. Mach. Operators & Tenders	428	240	43.9
8.	Heat. Treat. Mach. Opers. & Tenders	202	124	38.6
9.	Portable Machine Cutters	318	198	37.7
10.	Lathe Mach. Tool Setters & Set-Up Opers.	436	272	37.6

- Major employment growth in the College service area will be in health care, warehousing, printing, sophisticated equipment maintenance, and facilities management. **The College should initiate or expand programs in the retail sales, warehousing, printing, sophisticated equipment maintenance, and facilities management areas.**
- Opportunities will increase for younger and older workers as a result of the lack of workers in the 20 - 34 age range in the year 2000.
- Women and minorities will be the majority of new entrants in the workforce. **The College should emphasize business partnerships to provide appropriate worker retraining.**
- Retraining will be needed by most of the people in the current workforce.

- Post secondary education and training will be required for most of the new jobs of the future.
- Most of the people working in the year 2000 are already in the workforce.
- Literacy training will be required for more of the new entrants into the workforce. **The College should expand literacy training and provide it in more locations to increase accessibility for our STUDENTS.**

HUMAN RESOURCES

Issue

The success of the College has more to do with the quality of its staff and the ability of that staff to deliver instruction and services to clients (students, business and industry, community) than with any other factor. Ensuring that staff is properly recruited, organized, compensated and developed is critical.

Background

The college employs approximately 250 full-time faculty, administrative/ paraprofessional, and classified staff, as well as many part-time staff, adjunct faculty, and community education instructors. Staffing in all areas has slightly increased, commensurate with recent enrollment increases.

The faculty and classified staff are represented by unions, while the administrative/paraprofessional staff is not unionized. Salary rates for faculty and administrative/paraprofessional staff through the 1980's were somewhat below comparable industrial compensation. Based upon comparative data, the Trustees believe that a series of raises exceeding the rate of inflation corrected this situation. LCCC enjoys relative employee stability; turnover is low and a number of people have worked for the College for many years.

Employee training has been provided both through internal Staff Development Committee seminars, and through external seminars selected and attended by our staff. New adjunct faculty are required to attend a college orientation seminar, and an orientation session is also offered for new noncredit instructors.

Trends and Projections

The following trends and projections are important in considering the long-range development of the College's human resources:

- Both societal and technological changes are occurring at an increasing rate. Any major change in either area generally carries with it implications for the community college classroom. The knowledge possessed by our staff of the College can become obsolete quickly.

- The tendency in most modern organizations is toward flatter, leaner management.

- As the College is called upon to provide education and training *in more advanced technical areas,* it is likely that it will become more difficult to recruit traditional faculty to teach in those areas within current salary scales. More importantly it is becoming necessary to look at a hiring process not so much as selection, but as recruitment; not so much as an employer's market as an employee's market in some advanced technical areas.

- Part-time faculty have added immeasurably to the College's instructional program by bringing up-to-date materials and concepts into the classroom. At the same time part-time faculty help to reduce the cost of education as they are not paid benefits and their per hour rate is less than full-time faculty. Full-time faculty, on the other hand, provide the College with continuity of programs, a higher level of student interchange and curriculum development

and support. Both types of faculty have benefited the College. It seems unlikely that the mix between full and part-time faculty will be disturbed in the near future.

- Recognizing that it was essential for faculty and staff salaries and benefits to be competitive with those in business if quality personnel were to be recruited and retained, the College has increased salaries to a point where they are on a par with the private sector and, when viewed in conjunction with benefits and job security, exceed those in business and industry.

Implications

The trends and projections in the area of human resources have the following implications:

- All professional members of the College faculty and staff have a responsibility to keep themselves current in their disciplines. In some cases the College may have to provide a structure, funding and other resources to assist faculty and staff in their efforts. **The College should establish a human resource development system which emphasizes faculty and staff responsibility for their own continuing development, but which also provides for institutional support in the form of structure, funding and other resources.**

- For reasons of good management and fiscal responsibility, **the College should continue to strive for a lean administrative staff with as few layers of management as reasonably possible.** Micromanagement should be

avoided; decisions should be made at the lowest possible level in the organization.

- **The College should re-examine its hiring processes and the funding of those processes to bring them into line with a reality which calls for as much recruitment as selection.** Although some candidates will reply to advertising, sometimes the best candidates will have to be actively recruited.

- **The College should seek faculty from business and industry that these organizations would "loan" the College as a form of contribution.**

- Full-time and part-time faculty have each added an important dimension to the College. To ensure continued enhancement of quality instruction, **the College should enhance programs for hiring and orienting part-time faculty. In addition, the College should enhance interchanges between full- and part-time faculty and provide for professional development programs which involve both.**

- As the College has, in the aggregate, achieved salary and benefit parity with the private sector, **the College should avoid large-scale salary increases for faculty and staff, but consider cost-of-living indexes in setting salary rates.**

- **The College should seek to build internal morale through formalized recognition measures such as "staffperson of the month" and ongoing service awards.**

- Internal communication is an important element in the implementation of a Quality Management program. **The College should build esprit de corps through communication measures including a periodic staff newsletter.**

MARKETING

Issue

Marketing in its traditional sense includes the elements of product, price, place (distribution), and promotion. The area of "product" has been addressed in both the program and delivery and facilities issues, price in finances, and place in delivery and facilities. Promotion remains to be considered from a strategic perspective.

Background

Community Relations

Since the late 1980's there has been a greatly enhanced and cohesive effort in the areas of advertising, publications, and public relations. An overall mass-marketing thrust has been developed, with all elements contributing to the desired effect. Strategies to achieve this success have included strategic media timing and placement, effective campaign and publication themes, and a consistent graphic design. In addition, major public relations inroads have been made in developing rapport with media producers, editors, and reporters.

The result of these efforts in the community relations area have included far more effective communication with CLIENTS, internal morale-building and external image-building, and the attraction of regional and national attention as evidenced by seven marketing awards. Over the last five years LCCC's promotion has been converted from an area of college weakness to an area of college excellence.

Campaign themes in the past have been partially product/program-oriented (i.e. class lists and program lists) and partially institutional/image-oriented (i.e. alumni testimonials and faculty profiles). The balance and timing of these campaigns was based primarily on promotion techniques and previously-effective college campaigns.

Community Outreach

The College interacts directly with our community through the Board of Ambassadors and the General Alumni Association. As described earlier in this document, the Board of Ambassadors serves as a liaison between the College and several key constituents. In previous meetings, it was common for Ambassadors to be happily surprised by the quantity and depth of LCCC's offerings. This informational marketing is extremely effective in communicating to our CLIENTS as well as enhancing the College's image.

The Alumni Association has been comprised of a small but active group of individuals. The Alumni Council has sponsored Book Grants, Special Project funding, the Alumnus of the Year Award, Phon-a-Thons, and fundraising sales. Political forums and lectures are planned. Although quantity of members has always been a problem for this organization, conversations with colleagues from other institutions have indicated that membership is a problem shared by most community colleges.

Recruitment

The greatest recruitment emphasis is placed on responding to prospects currently seeking information. There is also, however, a substantial number of high school and vocational-technical school visits scheduled throughout the year.

Some programs, such as the Toyota T-TEN, the Ford ASSET, and the Professional Pilot programs receive special attention; admissions staff devote considerable efforts to active recruitment in these high-profile, high college cost programs. As a result, enrollment in these programs remains fairly strong and predictable.

Special Events

The most successful special community events on the LCCC campus have historically been focused on one specific program, group of programs, or theme. National History Day, The Week of the Young Child, College Night, and Career Day are examples of effective efforts in this regard. These successful, exemplary activities are directed at specific target markets that have an interest in that event.

Other, more general events, have had much more difficulty in achieving success. The "Funfest" event is an example of an idea that was fraught with problems. The event did not have a clear target market. The result was a hard-to-coordinate effort greeted by a lukewarm community reception; by trying to appeal to everyone it didn't completely appeal to anyone.

Trends and Projections

Community Relations

The trend towards increasing professionalism in college promotions is likely to continue and gain momentum. The stigma against educational advertising has undergone a complete metamorphosis to being accepted and expected. As some private and public institutions struggle to survive in a more competitive higher education environment, they will turn to advertising and printed materials to help deliver applicants. Expenditures may increase in these areas as costly colleges continue to attempt to attract more students from a shrinking pool of families that can afford the institutions.

Community Outreach

As our CLIENTS increase their consciousness of value for their tax and tuition dollar, it will behoove the College to effectively communicate our work to them. Well-established communication channels will not only enhance our institution's community support and image, but it will also allow more of our CLIENTS to benefit from our services. In this way, marketing is a crucial aspect of fulfilling the College's mission.

Recruitment

Again in the competition for students, colleges will intensify recruitment efforts. Additional attention will be paid to personalizing the process, working with parents, and adapting programs and schedules to meet individual needs. Students will increasingly be treated as valued clients, and colleges that fail to do this may not survive.

Special Events

Special events will continue to offer an excellent method of publicizing college programs while simultaneously serving the public. In colleges' efforts to highlight themselves whenever possible, it is likely that the presentation of campus special events will continue to grow.

Implications

- Recognizing the critical nature of college image and media presence to student recruitment efforts, communication with constituents, alumni success, and staff morale, **the College should continue and intensify community relations, public relations, and publications efforts.** To a large extent, public perception is reality, and the College should place high priority on creating a positive image.

- **The College should build existing community communication channels, and establish new ones if possible.** We must let our CLIENTS know what we are doing for our community, and what we can do for them. This direct marketing could include expansion and/or improvement of curriculum Advisory Committees, the Board of Ambassadors, and the College Foundation. Although this direct marketing is more costly and time-consuming than mass marketing, it is a crucial and necessary complement to our advertising and public relations efforts.

- **The College should intensify efforts in personalized recruitment.** Actions in this direction might include, for example, work with PTA's in sponsoring school districts, or customized letters to high school students.

- **The College should encourage the proliferation of program- and theme-specific special events as an added avenue to receiving publicity.** Faculty and administrators willing to plan such events might be provided with additional clerical support.

CONCLUSIONS

The Board of Trustees has completed a strategic vision study for Lehigh County Community College through the year 2000. This study shows the major issues facing the College and their ramifications upon our institution. A major purpose of the TCI study and this document is to position the College in a proactive stance. The College cannot simply wait for change and expect to be able to react effectively. Today's world moves too quickly for that, and today's competition is too challenging. LCCC must anticipate trends and changes, and strategize in advance of their occurrence.

In this document we have identified the following major issues and their implications upon Lehigh County Community College. Differentiation between these areas frequently blurs because of the interrelatedness of our activities and efforts. Furthermore, these issues are significantly synergistic; success in one area is largely dependent upon success in another. The crucial themes encompassing most of the College's issues and mandates are client service, a quality orientation, the importance of community and education relationships, and the need to explore innovative and cost-effective delivery systems. The themes appear not only in addressing each of these respective areas, but in considering all of the issues and areas.

Following are College directives gleaned from the issues and trends identified in this document.

CLIENTS

- The College should place the needs of our clients first, not sometimes, but all of the time!

- The College should evaluate its view of our diverse student body to insure that all of our clients are having their educational needs addressed.

- The College should institute an aggressive in-service training program to ensure that faculty and staff are equipped to work with a culturally and demographically diverse population effectively.

- The College should change its name to Lehigh-Carbon Community College to reflect the expanded constituency it now serves.

ENROLLMENT

- Overall, the College should plan for growth in credit enrollment.

- The College should form partnerships with employers to help recruit all types of students into literacy programs, short-term training programs and College-level degree programs. Additionally, the College must be prepared to expand its literacy, and basic and developmental skills programs to meet the needs of an expanding underprepared population.

- The College should dedicate specific facilities, which may be located on LCCC's campuses or elsewhere, and/or timeslots in shared facilities for noncredit use. In addition, the College should allow for growth in noncredit staff as enrollments dictate.

FINANCES

- The College should continue to meet its budget needs through extra efforts in fiscal management and cost containment.

- The College should find a way to continue satisfying its multiple missions if the situation should arise that enrollment exceeds available resources.

- The College should make better use of existing facilities for early morning classes, late afternoon classes and weekend programs to meet the additional facility needs of our STUDENT population.

- The College should actively explore vertical and horizontal articulation in an effort to consolidate costs and minimize duplicity.

- The College should consider grant funding, private donations, and other measures in addition to increasingly scarce capital budget funds to finance new delivery systems.

- The College should become the leader in Pennsylvania in remote delivery of courses to our CLIENTS.

- The College should aggressively seek not only traditional monetary gifts from clients, but also in-kind contributions of facility usage, staff/expert time for teaching, and other cooperative ventures.

- The College should implement Quality concepts to help contain costs.

- The College should negotiate contracts with our faculty and classified unions that offer pay increases reflective of the consumer price index and market salary rates.

- The College should provide pay increases to nonunion staff based on the consumer price index and merit.

PROGRAM

- The College should institute a periodic needs assessment process.

- The College should initiate feasibility studies for credit or noncredit programs in warehousing, printing, and building maintenance/ management.

- The College should review current programs in the health care field and other needs to determine whether an expansion of current programs is warranted or whether new programs should be initiated.

- **The College should assess the nature and scope of programs which will be needed to serve special disadvantaged populations and begin plans for implementing such programs.**

- **The College should increase marketing visits to business, industrial, governmental and nonprofit organizations. In addition, local school districts, vocational-technical schools, and the Intermediate Unit should be queried to ensure that their training needs are being met.**

- **The College should, in cooperation with employers, establish a system for the periodic review of curriculum and competencies to ensure that graduates joining the workforce are adequately prepared.**

DELIVERY SYSTEMS AND FACILITIES

- **The College should use rented sites in a variety of areas to meet the demands of a growing enrollment.**

- **The College should seek in-kind gifts of facilities usage.**

- **The College should implement alternative delivery systems for instruction.**

- **The College should spread scheduling of classes to obtain full use of facilities, use rooms for multiple purposes, work cooperatively with secondary schools to obtain evening, weekend, and summer classrooms and, if necessary, continue when possible to reconfigure nonclassroom space into classroom space to meet instructional needs.**

- The College should either redesign current space or negotiate arrangements with business, industry, and/or nonprofit organizations for the use of facilities needed for corporate classrooms and conference facilities.

- The College should not engage in new construction.

COMMUNITY AND EDUCATION RELATIONSHIPS

- The College should aggressively seek additional articulation agreements with four-year institutions.

- As courses and transfer programs are developed and reviewed, the College should pay ongoing attention to including critical content for transferability.

- The College should work with secondary schools to insure high school graduates posses the skills desired to enter LCCC.

- The College should devote the necessary resources to insure the success of the Tech Prep program currently in place. In addition, other joint ventures with the Carbon and Lehigh County Vocational-Technical Schools and sponsoring high schools should be undertaken as appropriate.

- The College should lead efforts to communicate regularly with Lehigh County Vocational-Technical School and Carbon-Lehigh Intermediate Unit, as well as with Carbon County Vocational-Technical School to insure that we maximize utilization of faculty, staff, and facilities.

- The College should participate in and possibly lead efforts to coordinate activities among the community colleges of the Commonwealth.

- The College should make efforts to coordinate activities and eliminate wasteful redundancies between LCCC and Northampton Community College.

- The College should lead efforts through the Commission for Community Colleges and/or through the Pennsylvania Federation of Community Colleges Trustees to develop an articulation schedule among all community colleges and all schools in the state system for Higher Education.

- The College should lead and be a proponent of efforts toward competency-based higher education.

- The College should maintain and expand business and industry training to fulfill LCCC's economic development mission.

- The College should form partnerships with area facilities marketing organizations to entice business to Carbon and Lehigh Counties.

- The College should explore existing educational partnerships for funding, in order to expand services to our CLIENTS.

- The College's administration and faculty should actively participate in community, civic, and/or professional organizations.

- The College should update the Strategic Vision at least every two years.

- The College should use the Board of Ambassadors to provide important direction for LCCC's Strategic Vision.

QUALITY

- The College should establish specific competencies for each degree and program.

- The College should continue and refine its work through the President's Study Group on Student Learning Competencies.

- The College should institute quality as an attitude collegewide.

- The College should select or develop some form of Quality Management program to be utilized first in the credit area, then extended collegewide.

- The College should become a known Quality leader by the year 2000.

- The College should provide a guarantee to students and their employers that if the graduate does not meet college-defined competencies, the STUDENT may retake the appropriate course(s) on an audit basis free-of-charge.

- **The College should appoint a full-time staff person whose primary responsibility is the implementation of a comprehensive Quality Management program at LCCC.**

WORKFORCE

- **The College should initiate or expand programs in the retail sales, warehousing, printing, sophisticated equipment maintenance, and facilities management areas.**

- **The College should emphasize business partnerships to provide appropriate worker retraining.**

- **The College should expand literacy training and provide it in more locations to increase accessibility for our STUDENTS.**

HUMAN RESOURCES

- **The College should establish a human resource development system which emphasizes faculty and staff responsibility for their own continuing development, but which also provides for institutional support in the form of structure, funding and other resources.**

- **The College should continue to strive for a lean administrative staff with as few layers of management as reasonably possible.**

- The College should reexamine its hiring processes and the funding of those processes to bring them into line with a reality which calls for as much recruitment as selection.

- The College should seek faculty from business and industry that these organizations would "loan" the College as a form of contribution.

- The College should enhance our program for hiring and orienting part-time faculty. In addition, the College should enhance interchanges between full- and part-time faculty and provide for professional development programs which involve both.

- The College should avoid large-scale salary increases for faculty and staff, but consider cost-of-living indexes in setting salary rates.

- The College should seek to build internal morale through formalized recognition measures.

- The College should build espirit de corps through communication measures including a periodic staff newsletter.

MARKETING

- The College should continue and intensify community relations, public relations, and publications efforts.

- **The College should build existing community communication channels, and establish new ones if possible.**

- **The College should intensify efforts in personalized recruitment.**

- **The College should encourage the proliferation of program- and theme-specific special events as an added avenue to receiving publicity.**

To denote this section of the College's Strategic Vision as "conclusions" is actually a misnomer. As a community college, LCCC must remain responsive to the changing requirements of our CLIENTS. As such, our Strategic Vision must also remain flexible, changing in response to external and internal conditions. Thus, this document is destined to remain forever in draft form. Reexamination and appropriate changes should be encouraged.

LCCC stands poised at the brink of a new millennium. The College's past is rich with accomplishments, but we cannot rest and assume our past activities will continue to lead to success. The world is changing rapidly. To remain viable, the College must look to the future, plan for it, monitor progress, and set new goals on an ongoing basis. In this way, "Lehigh-Carbon Community College" can continue to fulfill its most critical mission and its very reason for existence: to serve our CLIENTS.

The Beginning

Lehigh County Community College does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age or handicapping conditions in its educational programs, activities, admissions, or employment practices as required by Title IX of the Education Amendment of 1972, Section 504, and other such statutes. Inquiries concerning Title IX or Section 504 compliance should be referred to the Director of Human Resources, Virginia H. Gersitz, 4525 Education Park Drive, Schnecksville, PA 18078-2598.